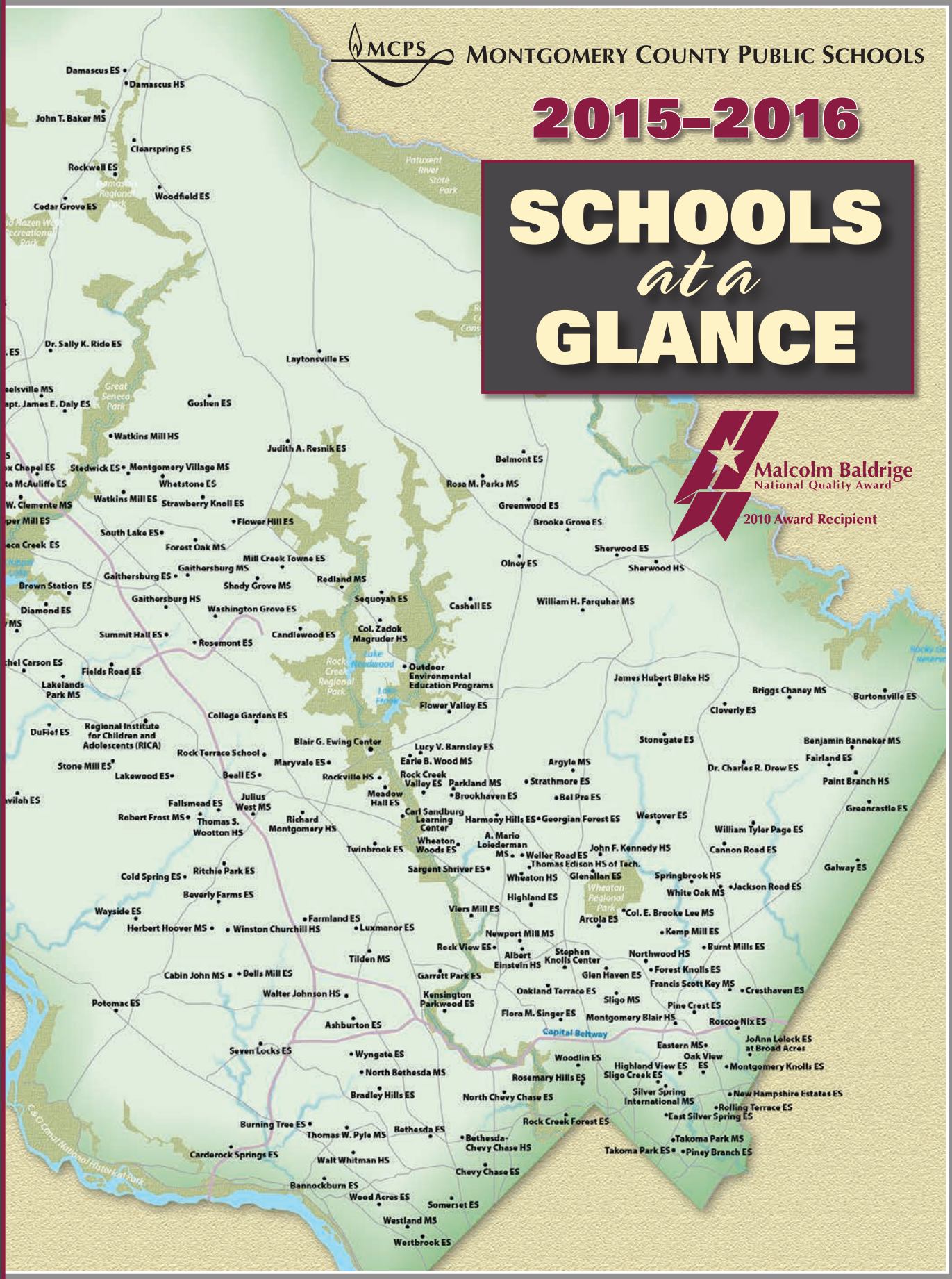
MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

2015–2016

SCHOOLS *at a* GLANCE



VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

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Rockville, Maryland 20850
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MCPS
Schools at a Glance
2015–2016

Office of Shared Accountability
Montgomery County Public Schools

ACKNOWLEDGEMENTS

This publication is the result of the efforts of several offices within Montgomery County Public Schools:

Office of the Chief Operating Officer

Department of Facilities Management

Department of Management, Budget, and Planning

Office of the Chief Academic Officer

Office of the Chief Technology Officer

Office of Curriculum and Instructional Programs

Office of the Deputy Superintendent of School Support and Improvement

Office of Shared Accountability

Office of Special Education and Student Services

Questions concerning statistical, demographic, or test data may be directed to the Office of Shared Accountability.

Questions concerning school programs may be directed to the Office of the Deputy Superintendent of School Support and Improvement.

Questions concerning staffing may be directed to the Office of the Chief Operating Officer.

Questions concerning financial data may be directed to the Department of Management, Budget, and Planning.

Questions concerning facilities issues may be directed to the Department of Facilities Management.

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SECTION I

INTRODUCTION

INTRODUCTION

Schools at a Glance provides, in a single document, information about enrollment, staffing, facilities, programs, outcome measures, and personnel costs for each school. Information on personnel costs for each school includes position salaries for professional and supporting services employees and employee benefits costs related to positions. Summaries of the data for the county and by level (elementary, middle, high, and special schools) also are included.

Guidelines for Reporting Data

The federal government has provided guidance regarding the *Family Educational Rights and Privacy Act* (FERPA) that has resulted in restrictions in the amount of student data that may be publically reported. FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) prohibits the release of individually identifiable information to the public. The Maryland State Department of Education (MSDE) adopted the guidelines for the reporting of aggregate student data and Montgomery County Public Schools (MCPS) is implementing these guidelines as follows:

Student Enrollment and Testing Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0% or ≤5.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 5.0%, the corresponding number of students (N) will not be published.
- When the total N is less than 10, the corresponding N's and percentage rate will not be published.
- When the total N is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.
- When the total N is greater than 20, the corresponding N's and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.

Out-of-School Suspension Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 3.0% will be noted as ≥95.0% or ≤3.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 3.0%, the corresponding number of students enrolled, number of suspension incidents, and number of students suspended will not be published.
- When the number of students enrolled is less than 10 or the number of students suspended is less than 5, no data will be published.
- When the number of students enrolled is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.
- When the number of students enrolled is greater than 20, the corresponding number of suspension incidents, number of students suspended, and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.

SECTION II

ELEMENTARY SCHOOL PROFILES

Elementary School Listing

Arcola ES 4
Ashburton ES 6
Bannockburn ES 8
Lucy V. Barnsley ES 10
Beall ES 12
Bel Pre ES 14
Bells Mill ES 16
Belmont ES 18
Bethesda ES 20
Beverly Farms ES 22
Bradley Hills ES 24
Brooke Grove ES 26
Brookhaven ES 28
Brown Station ES 30
Burning Tree ES 32
Burnt Mills ES 34
Burtonsville ES 36
Candlewood ES 38
Cannon Road ES 40
Carderock Springs ES 42
Rachel Carson ES 44
Cashell ES 46
Cedar Grove ES 48
Chevy Chase ES 50
Clarksburg ES 52
Clearspring ES 54
Clopper Mill ES 56
Cloverly ES 58
Cold Spring ES 60
College Gardens ES 62
Cresthaven ES 64
Capt. James E. Daly ES 66
Damascus ES 68
Darnestown ES 70
Diamond ES 72
Dr. Charles R. Drew ES 74
DuFief ES 76
East Silver Spring ES 78
Fairland ES 80
Fallsmead ES 82
Farmland ES 84
Fields Road ES 86
Flower Hill ES 88
Flower Valley ES 90
Forest Knolls ES 92
Fox Chapel ES 94
Gaithersburg ES 96
Galway ES 98
Garrett Park ES 100
Georgian Forest ES 102
Germantown ES 104
William B. Gibbs, Jr. ES 106
Glen Haven ES 108
Glenallan ES 110
Goshen ES 112
Great Seneca Creek ES 114
Greencastle ES 116
Greenwood ES 118
Harmony Hills ES 120
Highland ES 122
Highland View ES 124
Jackson Road ES 126
Jones Lane ES 128
Kemp Mill ES 130
Kensington Parkwood ES 132
Lake Seneca ES 134
Lakewood ES 136
Laytonsville ES 138
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Thurgood Marshall ES 146
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Montgomery Knolls ES 162
New Hampshire Estates ES 164
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Oak View ES 170
Oakland Terrace ES 172
Olney ES 174
William Tyler Page ES 176
Pine Crest ES 178
Piney Branch ES 180
Poolesville ES 182
Potomac ES 184
Judith A. Resnik ES 186
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Ritchie Park ES 190
Rock Creek Forest ES 192
Rock Creek Valley ES 194
Rock View ES 196
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Rosemary Hills ES 202
Rosemont ES 204
Sequoyah ES 206
Seven Locks ES 208
Sherwood ES 210
Sargent Shriver ES 212
Flora M. Singer ES 214
Sligo Creek ES 216
Somerset ES 218
South Lake ES 220
Stedwick ES 222
Stone Mill ES 224
Stonegate ES 226
Strathmore ES 228
Strawberry Knoll ES 230
Summit Hall ES 232
Takoma Park ES 234
Travilah ES 236
Twinbrook ES 238
Viers Mill ES 240
Washington Grove ES 242
Waters Landing ES 244
Watkins Mill ES 246
Wayside ES 248
Weller Road ES 250
Westbrook ES 252
Westover ES 254
Wheaton Woods ES 256
Whetstone ES 258
Wilson Wims ES 260
Wood Acres ES 262
Woodfield ES 264
Woodlin ES 266
Wyngate ES 268

Arcola Elementary School - #790

Principal: Mr. Emmanuel J. Jean-Philippe
Director: Mr. Michael D. Bayewitz
School Hours: 9:25 - 3:50
Feeder Schools:

1820 Franwall Avenue Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/arcolaes/

Office Phone: (301) 649-8590
Fax Number: (301) 649-8592
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2015–2016 Enrollment = 693													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**8.5**	**18.2**	**69.7**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	0	0.0
ESOL	**46.0**	20.5	25.5	≤5.0	≤5.0	≤5.0	39.4	≤5.0	≤5.0	≤5.0	Full-Day K	110	15.9
FARMS	**74.7**	37.4	37.4	≤5.0	≤5.0	12.7	56.4	≤5.0	≤5.0	≤5.0	Grade 1	127	18.3
SPED	**10.5**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Grade 2	134	19.3
											Grade 3	112	16.2
											Grade 4	116	16.7
											Grade 5	94	13.6
											Total	693	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 83.5%	Attendance Rate[2] [3] = 94.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.6%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Arcola Elementary School - #790

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	11.4	7.1	72.9	1.4	91.4	8.6			
Supporting Services	20.0	12.0	44.0	20.0	4.0	100.0	0.0	211	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 15.9

Grades 1 to 3 = 18.0 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.9	45.7	21.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.749
Principal Intern		Special Education	7.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	36.400	**Instructional Support Total**	11.623
Staff Development	1.000		
ESOL	6.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.500	Parent/Community Coord	0.750
Music	1.500	Lunch Hour Aide	2.498
Instrumental Music	0.400	**Other Support Total**	6.248
Preschool			
Special Education:		Building Services	
Classroom	11.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	66.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.875
Other Professional Total	3.000		
Total Professional	71.600	**Total Supporting Services**	25.246

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	2007	5.0	Y	Y	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	26	4	0	0	7	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
644	644	732	734	741	732	726	735

School Personnel Costs

Professional Salaries	$5,079,829
Supporting Services Salaries	$965,973
Employee Benefits	$1,403,889
Total Allocated Cost	**$7,449,691**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Ashburton Elementary School - #425

Principal: Mr. Gregory C. Mullenholz
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

6314 Lone Oak Drive Bethesda, MD 20817

www.montgomeryschoolsmd.org/schools/ashburtones/

Office Phone: (301) 571-6959
Fax Number: (301) 897-2517
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2015–2016 Enrollment = 907													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**16.2**	**14.8**	**14.0**	**≤5.0**	**45.0**	**9.4**	Pre-K	41	4.5
ESOL	**14.9**	8.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	128	14.1
FARMS	**11.8**	6.1	5.7	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	142	15.7
SPED	**12.8**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0	Grade 2	156	17.2
											Grade 3	143	15.8
											Grade 4	136	15.0
											Grade 5	161	17.8
											Total	907	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	38.8	28.4	32.8

Other Participation	
Students now or have in the past received FARMS[2] = 16.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.4%	Suspension Rate[2] [3] [4] = --

School Programs
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Ashburton Elementary School - #425

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	5.8	91.3	0.0	91.3	8.7			
Supporting Services	10.7	25.0	21.4	42.9	0.0	85.7	14.3	182	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size Kindergarten = 21.8

Grades 1 to 3 = 23.3 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	49.3	34.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.812
Principal Intern		Special Education	8.561
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	28.500	**Instructional Support Total**	11.873
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.560
Instrumental Music	0.500	**Other Support Total**	4.810
Preschool			
Special Education:		Building Services	
Classroom	11.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.300	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	3.300	Food Services	1.187
Other Professional Total	5.300		
Total Professional	60.600	**Total Supporting Services**	23.870

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1993	8.3	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	3	0	0	5	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
652	881	924	926	917	895	890	886

School Personnel Costs

Professional Salaries	$4,502,532
Supporting Services Salaries	$923,683
Employee Benefits	$1,426,342
Total Allocated Cost	**$6,852,557**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Bannockburn Elementary School - #420

Principal: Mrs. Kathryn (Kate) D. Bradley | 6520 Dalroy Lane Bethesda, MD 20817 | Office Phone: (301) 320-6555
Director: Mr. Matthew A. Devan | Fax Number: (301) 320-6559
School Hours: 9:25- 3:50 | www.montgomeryschoolsmd.org/schools/bannockburnes/ | Cluster Name: Walt Whitman
Feeder Schools: | Receiving Schools: Pyle

2015–2016 Enrollment = 420													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.9**	**53.1**	**≤5.0**	**11.0**	**≤5.0**	**10.0**	**≤5.0**	**67.4**	**9.0**	Pre-K	3	0.7
ESOL	**11.0**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	67	16.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	65	15.5
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	68	16.2
											Grade 3	85	20.2
											Grade 4	70	16.7
											Grade 5	62	14.8
											Total	420	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.0	30.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = ≤5.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.6%	Suspension Rate[2] [3] [4] = --

School Programs
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Bannockburn Elementary School - #420

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.5	0.0	9.7	83.9	0.0	96.8	3.2			
Supporting Services	27.3	18.2	9.1	36.4	9.1	81.8	18.2	97	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.0

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 23.9 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.4	41.9	38.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.000	**Instructional Support Total**	1.875
Staff Development	1.000		
ESOL	0.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.374
Instrumental Music	0.300	**Other Support Total**	3.374
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.900		
Total Professional	26.300	**Total Supporting Services**	9.249

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1988	8.3	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
20	13	4	0	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
365	365	416	415	389	386	385	380

School Personnel Costs

Professional Salaries	$1,846,363
Supporting Services Salaries	$379,999
Employee Benefits	$575,143
Total Allocated Cost	**$2,801,505**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew J. Winter
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

14516 Nadine Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/barnsleyes/

Office Phone: (301) 460-2121
Fax Number: (301) 460-2172
Cluster Name: Rockville
Receiving Schools: Wood

2015–2016 Enrollment = 710													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**42.3**	**57.7**	**≤5.0**	**13.7**	**9.6**	**31.5**	**≤5.0**	**38.2**	**7.0**	Pre-K	3	0.4
ESOL	**13.4**	5.8	7.6	≤5.0	≤5.0	≤5.0	10.1	≤5.0	≤5.0	≤5.0	Full-Day K	83	11.7
FARMS	**27.6**	12.7	14.9	≤5.0	≤5.0	≤5.0	19.9	≤5.0	≤5.0	≤5.0	Grade 1	85	12.0
SPED	**15.2**	≤5.0	11.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0	Grade 2	91	12.8
											Grade 3	88	12.4
											Grade 4	174	24.5
											Grade 5	186	26.2
											Total	710	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.5	≤5.0	39.8

Other Participation	
Students now or have in the past received FARMS[2] = 35.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.5%	Suspension Rate[2] [3] [4] = --

School Programs
Center for the Highly Gifted (4–5)
Deaf & Hard/Hearing Program (Oral/Aural)
Focused Academic Support - Local Funds
Gifted and Talented/Learning Disabled
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Lucy V. Barnsley Elementary School - #505

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	3.5	5.3	86.0	0.0	91.2	8.8			
Supporting Services	12.0	8.0	24.0	52.0	4.0	88.0	12.0	177	97.7	2.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 16.4

Grades 1 to 3 = 19.7 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.8	38.6	45.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	28.900	**Instructional Support Total**	9.625
Staff Development	1.000		
ESOL	1.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.000
Instrumental Music	0.600	**Other Support Total**	4.000
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.250
Other Professional Total	3.700		
Total Professional	53.700	**Total Supporting Services**	19.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1998	10.0	Y	N	10

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	13	4	0	0	5	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
399	673	676	656	649	638	628	623

School Personnel Costs

Professional Salaries	$4,141,769
Supporting Services Salaries	$812,334
Employee Benefits	$1,324,205
Total Allocated Cost	**$6,278,308**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Beall Elementary School - #207

Principal: Mr. Elliot M. Alter
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

451 Beall Avenue Rockville, MD 20850

www.montgomeryschoolsmd.org/schools/bealles/

Office Phone: (301) 279-8460
Fax Number: (301) 279-4999
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2015–2016 Enrollment = 824

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**22.5**	**13.5**	**21.4**	**≤5.0**	**35.6**	**6.7**	Pre-K	64	7.8
ESOL	**17.5**	7.6	9.8	≤5.0	8.1	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Full-Day K	132	16.0
FARMS	**27.3**	13.0	14.3	≤5.0	7.0	6.9	10.6	≤5.0	≤5.0	≤5.0	Grade 1	130	15.8
SPED	**9.2**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	134	16.3
											Grade 3	113	13.7
											Grade 4	118	14.3
											Grade 5	133	16.1
											Total	824	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.4	17.1	14.5

Other Participation

Students now or have in the past received FARMS[2] = 31.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Augmentative Communication Program (K–2)
Head Start
Language Disabilities (Prekindergarten)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Language Class
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Beall Elementary School - #207

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	3.4	3.4	86.2	0.0	89.7	10.3			
Supporting Services	22.2	18.5	22.2	33.3	3.7	85.2	14.8	163	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size Kindergarten = 22.5

Grades 1 to 3 = 25.1 Grades 4 to 5 = 27.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.9	44.8	29.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.161
Principal Intern		Special Education	4.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	25.750	**Instructional Support Total**	8.598
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	2.311
Instrumental Music	0.500	**Other Support Total**	4.311
Preschool	1.100		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.250	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.250
Other Professional Total	4.900		
Total Professional	50.150	**Total Supporting Services**	20.159

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1991	8.4	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	4	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
638	638	827	835	850	843	842	836

School Personnel Costs

Professional Salaries	$3,708,815
Supporting Services Salaries	$881,587
Employee Benefits	$1,230,984
Total Allocated Cost	**$5,821,386**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Bel Pre Elementary School - #780

Principal: Mrs. Carmen L. Van Zutphen
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools:

13801 Rippling Brook Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/belprees/

Office Phone: (301) 460-2145
Fax Number: (301) 460-2148
Cluster Name: Downcounty Consortium
Receiving Schools: Strathmore

2015–2016 Enrollment = 574													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.4**	**55.6**	**≤5.0**	**7.8**	**36.8**	**46.0**	**≤5.0**	**5.7**	**≤5.0**	Pre-K	100	17.4
ESOL	**51.6**	21.6	30.0	≤5.0	≤5.0	10.3	34.3	≤5.0	≤5.0	≤5.0	Full-Day K	158	27.5
FARMS	**71.4**	33.8	37.6	≤5.0	≤5.0	25.8	37.5	≤5.0	≤5.0	≤5.0	Grade 1	164	28.6
SPED	**7.0**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	152	26.5
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	574	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 74.7%	Attendance Rate[2] [3] = 93.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.1%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (K–2)
Focused Academic Support - Federal Title I Funds
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Bel Pre Elementary School - #780

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	12.5	5.4	75.0	1.8	98.2	1.8			
Supporting Services	12.0	24.0	28.0	36.0	0.0	84.0	16.0	147	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 17.3 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.2	30.4	46.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.498
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	10.000	Instructional Data Assistant	0.500
Classroom	22.200	**Instructional Support Total**	8.748
Staff Development	1.000		
ESOL	5.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.497
Instrumental Music		**Other Support Total**	4.497
Preschool	3.000		
Special Education:		Building Services	
Classroom	4.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	49.400	Worker	5.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	8.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.625
Other Professional Total	3.400		
Total Professional	54.800	**Total Supporting Services**	23.370

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2014	8.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	21	3	3	0	9	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
640	640	565	555	557	560	560	559

School Personnel Costs

Professional Salaries	$4,234,741
Supporting Services Salaries	$962,888
Employee Benefits	$1,245,221
Total Allocated Cost	**$6,442,850**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Bells Mill Elementary School - #607

Principal: Mrs. Jerri L. Oglesby
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

8225 Bells Mill Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/bellsmilles/

Office Phone: (301) 469-1046
Fax Number: (301) 469-1060
Cluster Name: Winston Churchill
Receiving Schools: Cabin John

2015–2016 Enrollment = 626													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**26.4**	**10.7**	**10.1**	**≤5.0**	**46.3**	**6.4**	Pre-K	20	3.2
ESOL	**12.1**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	89	14.2
FARMS	**11.0**	5.6	5.4	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	110	17.6
SPED	**9.4**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	114	18.2
											Grade 3	102	16.3
											Grade 4	102	16.3
											Grade 5	89	14.2
											Total	626	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.5	5.1	25.4

Other Participation	
Students now or have in the past received FARMS[2] = 12.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.8%	Suspension Rate[2] [3] [4] = --

School Programs
Autism
Head Start
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Bells Mill Elementary School - #607

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	6.7	0.0	86.7	2.2	80.0	20.0			
Supporting Services	22.7	18.2	13.6	45.5	0.0	77.3	22.7	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 21.8

Grades 1 to 3 = 26.5 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.6	37.8	46.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.887
Principal Intern		Special Education	6.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	20.000	**Instructional Support Total**	9.137
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	2.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.437
Instrumental Music	0.300	**Other Support Total**	3.437
Preschool	0.600		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	40.700	**Total Supporting Services**	18.074

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2009	9.6	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	21	3	1	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
609	609	631	630	635	626	616	617

School Personnel Costs

Professional Salaries	$3,261,823
Supporting Services Salaries	$716,915
Employee Benefits	$1,064,312
Total Allocated Cost	**$5,043,050**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Belmont Elementary School - #513

Principal: Mr. Evan J. Pinkowitz
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

19528 Olney Mill Road Olney, MD 20832

www.montgomeryschoolsmd.org/schools/belmontes/

Office Phone: (301) 924-3140
Fax Number: (301) 924-3233
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2015–2016 Enrollment = 314													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.0**	**49.0**	**≤5.0**	**7.3**	**≤5.0**	**10.5**	**≤5.0**	**72.6**	**≤5.0**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	49	15.6
FARMS	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	54	17.2
SPED	**8.3**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	Grade 2	61	19.4
											Grade 3	53	16.9
											Grade 4	46	14.6
											Grade 5	51	16.2
											Total	314	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 7.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.1%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Belmont Elementary School - #513

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.7	96.3	0.0	92.6	7.4			
Supporting Services	9.1	36.4	27.3	27.3	0.0	81.8	18.2	66	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 24.0 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	25.9	59.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	2.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.600	**Instructional Support Total**	3.750
Staff Development	1.000		
ESOL	0.200	Other Support	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.000	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.687
Other Professional Total	2.100		
Total Professional	24.100	**Total Supporting Services**	10.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.5	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	16	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
425	448	311	320	321	316	315	321

School Personnel Costs

Professional Salaries	$2,028,110
Supporting Services Salaries	$461,236
Employee Benefits	$615,066
Total Allocated Cost	**$3,104,412**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Bethesda Elementary School - #401

Principal: Ms. Lisa S. Seymour
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools: Rosemary Hills

7600 Arlington Road Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/bethesdaes/

Office Phone: (301) 657-4979
Fax Number: (301) 657-4973
Cluster Name: B-CC, Walt Whitman
Receiving Schools: Pyle, Westland

2015–2016 Enrollment = 556													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.5**	**54.5**	**≤5.0**	**14.7**	**6.5**	**9.9**	**≤5.0**	**62.2**	**6.7**	Pre-K	0	0.0
ESOL	**17.4**	7.9	9.5	≤5.0	5.9	≤5.0	≤5.0	≤5.0	7.2	≤5.0	Full-Day K	102	18.3
FARMS	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	79	14.2
SPED	**12.1**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	Grade 2	90	16.2
											Grade 3	107	19.2
											Grade 4	92	16.5
											Grade 5	86	15.5
											Total	556	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.7	32.8	7.5

Other Participation	
Students now or have in the past received FARMS[2] = 9.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.2%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Bethesda Elementary School - #401

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	4.5	0.0	95.5	0.0	93.2	6.8			
Supporting Services	19.4	29.0	6.5	45.2	0.0	87.1	12.9	112	96.4	3.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 24.6 Grades 4 to 5 = 29.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	27.3	47.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.124
Principal Intern		Special Education	14.868
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	17.900	**Instructional Support Total**	16.992
Staff Development	1.000		
ESOL	1.300	Other Support	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.618
Instrumental Music	0.300	**Other Support Total**	3.618
Preschool			
Special Education:		Building Services	
Classroom	12.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	0.750
Other Professional Total	3.200		
Total Professional	46.200	**Total Supporting Services**	25.860

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1999	8.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	21	3	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
577	577	584	587	574	572	583	557

School Personnel Costs

Professional Salaries	$3,677,747
Supporting Services Salaries	$1,003,972
Employee Benefits	$1,124,160
Total Allocated Cost	**$5,805,879**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Beverly Farms Elementary School - #226

Principal: Dr. Beth L. Brown
Director: Dr. Sarah E. Sirgo
School Hours: 9:00-3:25
Feeder Schools:

8501 Postoak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/beverlyfarmses/

Office Phone: (301) 469-1050
Fax Number: (301) 469-1058
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2015–2016 Enrollment = 597													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.3**	**49.7**	**≤5.0**	**29.5**	**7.7**	**9.7**	**≤5.0**	**46.4**	**6.5**	Pre-K	0	0.0
ESOL	**8.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	69	11.6
FARMS	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	97	16.2
SPED	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	15.6
											Grade 3	106	17.8
											Grade 4	106	17.8
											Grade 5	126	21.1
											Total	597	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	86.4	11.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 8.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.3%	Suspension Rate[2] [3] [4] = --

School Programs
Learning and Academic Disabilities (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Beverly Farms Elementary School - #226

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	0.0	2.4	92.9	2.4	88.1	11.9			
Supporting Services	21.1	21.1	21.1	36.8	0.0	52.6	47.4	123	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 22.7

Grades 1 to 3 = 24.7 Grades 4 to 5 = 25.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	2.000	Paraeducators	
Assistant Principal	1.000	Regular	1.560
Principal Intern		Special Education	1.311
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	22.000	**Instructional Support Total**	3.871
Staff Development	2.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.874
Instrumental Music	0.300	**Other Support Total**	3.874
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.125
Other Professional Total	2.700		
Total Professional	41.300	**Total Supporting Services**	14.370

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	35.7	52.4

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2013	5.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	26	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
690	690	562	553	543	539	533	548

School Personnel Costs

Professional Salaries	$3,494,142
Supporting Services Salaries	$551,689
Employee Benefits	$1,006,870
Total Allocated Cost	**$5,052,701**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Bradley Hills Elementary School - #410

Principal: Mrs. Karen E. Caroscio
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

8701 Hartsdale Avenue Bethesda, MD 20817

www.montgomeryschoolsmd.org/schools/bradleyhillses/

Office Phone: (301) 571-6966
Fax Number: (301) 571-6969
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2015–2016 Enrollment = 626													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.6**	**52.4**	**≤5.0**	**10.5**	**≤5.0**	**9.9**	**≤5.0**	**67.1**	**10.9**	Pre-K	0	0.0
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	82	13.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	102	16.3
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	113	18.1
											Grade 3	124	19.8
											Grade 4	93	14.9
											Grade 5	112	17.9
											Total	626	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.1	12.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = ≤5.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.7%	Suspension Rate[2] [3] [4] = --

School Programs
Resource - Special Education

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Bradley Hills Elementary School - #410

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.8	4.5	4.5	81.8	2.3	81.8	18.2			
Supporting Services	20.0	6.7	33.3	33.3	0.0	86.7	13.3	133	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.5

Average Class Size Kindergarten = 20.8

Grades 1 to 3 = 24.3 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	43.2	43.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	23.100	**Instructional Support Total**	2.875
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.000
Other Professional Total	2.500		
Total Professional	38.500	**Total Supporting Services**	12.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1984	6.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	25	4	0	0	4	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
663	663	613	615	593	576	573	577

School Personnel Costs

Professional Salaries	$3,034,221
Supporting Services Salaries	$469,598
Employee Benefits	$915,664
Total Allocated Cost	**$4,419,483**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Brooke Grove Elementary School - #518

Principal: Mrs. Gail M. West
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

2700 Spartan Road Olney, MD 20832
www.montgomeryschoolsmd.org/schools/brookegrovees/

Office Phone: (301) 924-3154
Fax Number: (301) 924-3161
Cluster Name: Sherwood
Receiving Schools: Farquhar

2015–2016 Enrollment = 386													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.8**	**49.2**	**≤5.0**	**15.8**	**19.9**	**14.5**	**≤5.0**	**46.4**	**≤5.0**	Pre-K	12	3.1
ESOL	**11.9**	6.7	5.2	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Full-Day K	67	17.4
FARMS	**22.5**	11.7	10.9	≤5.0	≤5.0	11.9	5.4	≤5.0	≤5.0	≤5.0	Grade 1	57	14.8
SPED	**19.9**	7.3	12.7	≤5.0	≤5.0	7.5	≤5.0	≤5.0	6.0	≤5.0	Grade 2	65	16.8
											Grade 3	61	15.8
											Grade 4	56	14.5
											Grade 5	68	17.6
											Total	386	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	40.3	10.4	49.4

Other Participation	
Students now or have in the past received FARMS[2] = 29.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.1%	Suspension Rate[2] [3] [4] = --

School Programs	
Elementary Home School Model	Resource (K–5)
Elementary Home School Model (3–5)	
Elementary Home School Model (Inclusion)	
Elementary Home School Model (K–2)	
Elementary Learning Center	
Elementary Learning Center (4–5)	
Elementary Learning Center (K–3)	
Kidsco Daycare	
Positive Behavioral Interventions and Supports (PBIS)	
Prekindergarten	
Resource	

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Brooke Grove Elementary School - #518

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.7	5.4	0.0	91.9	0.0	91.9	8.1			
Supporting Services	7.7	15.4	15.4	61.5	0.0	84.6	15.4	87	95.4	4.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 28.0

Grades 1 to 3 = 27.2 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	27.0	59.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	10.620
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.700	**Instructional Support Total**	12.745
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool	0.500		
Special Education:		Building Services	
Classroom	11.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.700	Food Services	1.062
Other Professional Total	3.200		
Total Professional	35.100	**Total Supporting Services**	20.931

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	11.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	17	4	1	0	2	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
518	518	384	328	385	379	382	376

School Personnel Costs

Professional Salaries	$3,102,971
Supporting Services Salaries	$830,611
Employee Benefits	$995,351
Total Allocated Cost	**$4,928,933**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Brookhaven Elementary School - #807

Principal: Mr. Shahid A. Muhammad | 4610 Renn Street Rockville, MD 20853 | Office Phone: (301) 460-2140
Director: Mrs. Cheryl L. Smith | | Fax Number: (301) 460-2460
School Hours: 9:00 - 3:25 | www.montgomeryschoolsmd.org/schools/brookhavenes/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 443

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.3**	**56.7**	**≤5.0**	**6.8**	**33.6**	**48.1**	**≤5.0**	**8.8**	**≤5.0**	Pre-K	99	22.3
ESOL	**38.6**	16.9	21.7	≤5.0	≤5.0	8.8	25.7	≤5.0	≤5.0	≤5.0	Full-Day K	47	10.6
FARMS	**68.6**	31.4	37.2	≤5.0	≤5.0	22.8	38.8	≤5.0	≤5.0	≤5.0	Grade 1	53	12.0
SPED	**19.6**	≤5.0	16.0	≤5.0	≤5.0	5.2	8.6	≤5.0	≤5.0	≤5.0	Grade 2	58	13.1
											Grade 3	65	14.7
											Grade 4	69	15.6
											Grade 5	52	11.7
											Total	443	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.5	≤5.0	33.3

Other Participation

Students now or have in the past received FARMS[2] = 74.7%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Learning and Academic Disabilities
PEP Collaboration
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Brookhaven Elementary School - #807

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	29.4	7.8	58.8	2.0	78.4	21.6			
Supporting Services	10.3	6.9	31.0	51.7	0.0	86.2	13.8	110	95.5	4.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.0

Average Class Size Kindergarten = 16.0

Grades 1 to 3 = 18.0 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	49.0	41.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.375
Principal Intern		Special Education	6.373
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.800	**Instructional Support Total**	11.748
Staff Development	1.000		
ESOL	3.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	0.500
Music	1.100	Lunch Hour Aide	0.748
Instrumental Music	0.300	**Other Support Total**	3.248
Preschool	1.000		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.000	Food Services	1.625
Other Professional Total	5.000		
Total Professional	47.100	**Total Supporting Services**	21.121

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	8.6	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	15	4	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
496	496	451	443	437	437	444	457

School Personnel Costs

Professional Salaries	$3,810,481
Supporting Services Salaries	$901,190
Employee Benefits	$1,247,003
Total Allocated Cost	**$5,958,674**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Brown Station Elementary School - #559

Principal: Mrs. Mary Jo Powell
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

851 Quince Orchard Boulevard Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/brownstationes/

Office Phone: (301) 840-7172
Fax Number: (301) 840-7175
Cluster Name: Quince Orchard
Receiving Schools: Lakelands Park

2015–2016 Enrollment = 499

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**11.4**	**33.1**	**43.7**	**≤5.0**	**6.4**	**5.2**	Pre-K	93	18.6
ESOL	**31.9**	14.8	17.0	≤5.0	≤5.0	5.4	21.4	≤5.0	≤5.0	≤5.0	Full-Day K	61	12.2
FARMS	**68.7**	32.3	36.5	≤5.0	5.6	21.6	38.3	≤5.0	≤5.0	≤5.0	Grade 1	71	14.2
SPED	**13.0**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	Grade 2	62	12.4
											Grade 3	73	14.6
											Grade 4	62	12.4
											Grade 5	77	15.4
											Total	499	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.4	≤5.0	21.5

Other Participation

Students now or have in the past received FARMS[2] = 74.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 29.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Character Counts
Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Brown Station Elementary School - #559

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.9	9.1	5.5	74.5	0.0	96.4	3.6			
Supporting Services	20.0	20.0	20.0	40.0	0.0	88.0	12.0	132	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 13.8

Grades 1 to 3 = 18.7 Grades 4 to 5 = 22.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	47.3	36.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.809
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	21.300	**Instructional Support Total**	11.059
Staff Development	1.000		
ESOL	3.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.247
Instrumental Music	0.200	**Other Support Total**	3.247
Preschool	2.000		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.562
Other Professional Total	4.000		
Total Professional	49.800	**Total Supporting Services**	19.868

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.0	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	13	4	2	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
446	709	499	510	515	539	552	581

School Personnel Costs

Professional Salaries	$3,801,534
Supporting Services Salaries	$791,773
Employee Benefits	$1,166,090
Total Allocated Cost	**$5,759,397**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Burning Tree Elementary School - #419

Principal: Dr. Judith F. Lewis
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

7900 Beech Tree Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/burningtreees/

Office Phone: (301) 320-6510
Fax Number: (301) 320-6538
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2015–2016 Enrollment = 497													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.3**	**56.7**	**≤5.0**	**17.9**	**≤5.0**	**7.4**	**≤5.0**	**60.4**	**9.5**	Pre-K	0	0.0
ESOL	**12.9**	6.2	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	62	12.5
FARMS	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	69	13.9
SPED	**16.7**	≤5.0	11.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	Grade 2	83	16.7
											Grade 3	94	18.9
											Grade 4	96	19.3
											Grade 5	93	18.7
											Total	497	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	33.7	16.9	49.4

Other Participation	
Students now or have in the past received FARMS[2] = 6.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.1%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Burning Tree Elementary School - #419

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	4.7	0.0	93.0	0.0	93.0	7.0			
Supporting Services	15.4	11.5	19.2	53.8	0.0	76.9	23.1	123	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 24.1 Grades 4 to 5 = 27.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	37.2	53.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.811
Principal Intern		Special Education	9.307
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	16.000	**Instructional Support Total**	12.118
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.495
Instrumental Music	0.200	**Other Support Total**	3.495
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	0.750
Other Professional Total	3.800		
Total Professional	38.800	**Total Supporting Services**	20.363

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1958	1991	6.8	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	11	4	0	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
379	379	491	463	440	426	427	430

School Personnel Costs

Professional Salaries	$3,343,636
Supporting Services Salaries	$763,399
Employee Benefits	$1,109,733
Total Allocated Cost	**$5,216,768**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Burnt Mills Elementary School - #309

Principal: Dr. Stacy A. Ashton
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

11211 Childs Street Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/burntmillses/

Office Phone: (301) 649-8192
Fax Number: (301) 649-8097
Cluster Name: Northeast Consortium
Receiving Schools: Key

2015–2016 Enrollment = 531													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**≤5.0**	**63.3**	**22.2**	**≤5.0**	**7.2**	**≤5.0**	Pre-K	42	7.9
ESOL	**26.4**	11.3	15.1	≤5.0	≤5.0	13.4	10.4	≤5.0	≤5.0	≤5.0	Full-Day K	86	16.2
FARMS	**66.7**	31.6	35.0	≤5.0	≤5.0	46.9	16.6	≤5.0	≤5.0	≤5.0	Grade 1	101	19.0
SPED	**8.7**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	16.0
											Grade 3	79	14.9
											Grade 4	67	12.6
											Grade 5	71	13.4
											Total	531	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.0	10.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 70.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.5%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Prekindergarten
Spanish Partial Immersion Program

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Burnt Mills Elementary School - #309

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	24.0	18.0	50.0	2.0	90.0	10.0			
Supporting Services	5.9	52.9	29.4	11.8	0.0	70.6	29.4	127	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 22.3 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.0	30.0	40.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.375
Principal Intern		Special Education	2.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.000
Kindergarten	5.000	Instructional Data Assistant	1.000
Classroom	26.000	**Instructional Support Total**	8.124
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	0.125
Music	1.100	Lunch Hour Aide	1.562
Instrumental Music	0.200	**Other Support Total**	3.687
Preschool	1.000		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.750
Other Professional Total	2.700		
Total Professional	48.900	**Total Supporting Services**	16.561

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1990	15.1	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	3	1	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
425	425	536	544	546	539	516	514

School Personnel Costs

Professional Salaries	$3,664,157
Supporting Services Salaries	$643,952
Employee Benefits	$1,034,484
Total Allocated Cost	**$5,342,593**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Burtonsville Elementary School - #302

Principal: Ms. Kimberly L. Kimber
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

15516 Old Columbia Pike Burtonsville, MD 20866
www.montgomeryschoolsmd.org/schools/burtonsvillees/

Office Phone: (301) 989-5654
Fax Number: (301) 989-5707
Cluster Name: Northeast Consortium
Receiving Schools: Banneker

2015–2016 Enrollment = 613

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.5**	**55.5**	**≤5.0**	**14.2**	**61.8**	**14.8**	**≤5.0**	**5.5**	**≤5.0**	Pre-K	0	0.0
ESOL	**11.6**	≤5.0	7.2	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	95	15.5
FARMS	**47.3**	19.4	27.9	≤5.0	≤5.0	32.3	9.3	≤5.0	≤5.0	≤5.0	Grade 1	95	15.5
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	106	17.3
											Grade 3	110	17.9
											Grade 4	105	17.1
											Grade 5	102	16.6
											Total	613	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 58.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Focused Academic Support - Local Funds
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Burtonsville Elementary School - #302

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	26.0	6.0	62.0	0.0	90.0	10.0			
Supporting Services	18.8	31.3	12.5	37.5	0.0	81.3	18.8	167	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 15.8

Grades 1 to 3 = 19.5 Grades 4 to 5 = 22.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	34.0	56.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.375
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	28.300	**Instructional Support Total**	5.125
Staff Development	1.000		
ESOL	1.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.562
Instrumental Music	0.400	**Other Support Total**	3.562
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	
Teachers Total	41.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.750
Other Professional Total	2.600		
Total Professional	46.400	**Total Supporting Services**	13.437

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	11.9	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	19	4	0	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
485	736	608	610	617	621	644	657

School Personnel Costs

Professional Salaries	$3,910,239
Supporting Services Salaries	$510,644
Employee Benefits	$1,142,370
Total Allocated Cost	**$5,563,253**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

7210 Osprey Drive, Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/candlewoodes/

Office Phone: (301) 840-7167
Fax Number: (301) 840-7171
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2015–2016 Enrollment = 356													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.0**	**50.0**	**≤5.0**	**19.1**	**13.8**	**21.3**	**≤5.0**	**40.2**	**5.1**	Pre-K	0	0.0
ESOL	**15.2**	5.9	9.3	≤5.0	5.9	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Full-Day K	63	17.7
FARMS	**23.0**	13.5	9.6	≤5.0	≤5.0	7.9	7.9	≤5.0	≤5.0	≤5.0	Grade 1	57	16.0
SPED	**6.2**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	58	16.3
											Grade 3	64	18.0
											Grade 4	56	15.7
											Grade 5	58	16.3
											Total	356	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.3	≤5.0	22.7

Other Participation	
Students now or have in the past received FARMS[2] = 24.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.9%	Suspension Rate[2] [3] [4] = --

School Programs
Extensions
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Candlewood Elementary School - #508

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	6.3	6.3	81.3	0.0	96.9	3.1			
Supporting Services	12.5	6.3	31.3	50.0	0.0	68.8	31.3	82	95.1	4.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 21.3

Grades 1 to 3 = 21.9 Grades 4 to 5 = 28.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.3	56.3	37.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	3.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	13.600	**Instructional Support Total**	5.000
Staff Development	0.500		
ESOL	0.900	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.000
Other Professional Total	2.900		
Total Professional	27.100	**Total Supporting Services**	13.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2015	11.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	20	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
532	498	352	357	349	352	353	351

School Personnel Costs

Professional Salaries	$2,293,819
Supporting Services Salaries	$540,246
Employee Benefits	$740,916
Total Allocated Cost	**$3,574,981**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cannon Road Elementary School - #310

Principal: Mr. Norman L. Coleman
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

901 Cannon Road, Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/cannonroades/

Office Phone: (301) 989-5662
Fax Number: (301) 989-5692
Cluster Name: Northeast Consortium
Receiving Schools: Key

2015–2016 Enrollment = 434

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**8.8**	**39.6**	**44.7**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	7	1.6
ESOL	**10.6**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Full-Day K	78	18.0
FARMS	**66.1**	30.0	36.2	≤5.0	≤5.0	24.2	35.5	≤5.0	≤5.0	≤5.0	Grade 1	70	16.1
SPED	**10.8**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	74	17.1
											Grade 3	66	15.2
											Grade 4	71	16.4
											Grade 5	68	15.7
											Total	434	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.6	10.6	12.8

Other Participation

Students now or have in the past received FARMS[2] = 72.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Augmentative Communication Program (K–5)
Elementary Home School Model (Inclusion)
Language Disabilities (Prekindergarten)
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Language Class
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cannon Road Elementary School - #310

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	9.3	9.3	72.1	4.7	90.7	9.3			
Supporting Services	4.5	31.8	18.2	45.5	0.0	77.3	22.7	116	96.6	3.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.7

Average Class Size Kindergarten = 19.3

Grades 1 to 3 = 19.1 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.3	30.2	53.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	4.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	19.900	**Instructional Support Total**	7.875
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.625
Instrumental Music	0.400	**Other Support Total**	3.625
Preschool			
Special Education:		Building Services	
Classroom	4.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.500
Other Professional Total	4.200		
Total Professional	40.000	**Total Supporting Services**	18.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2012	4.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	19	4	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
521	521	444	447	456	457	460	458

School Personnel Costs

Professional Salaries	$3,343,884
Supporting Services Salaries	$813,638
Employee Benefits	$1,123,510
Total Allocated Cost	**$5,281,032**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

7401 Persimmon Tree Lane Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/carderockspringses/

Office Phone: (301) 469-1034
Fax Number: (301) 469-1115
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2015–2016 Enrollment = 406													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**17.0**	**≤5.0**	**8.4**	**≤5.0**	**66.0**	**5.2**	Pre-K	0	0.0
ESOL	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	50	12.3
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	50	12.3
SPED	**9.4**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.9	≤5.0	Grade 2	66	16.3
											Grade 3	90	22.2
											Grade 4	77	19.0
											Grade 5	73	18.0
											Total	406	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.6	7.9	39.5

Other Participation	
Students now or have in the past received FARMS[2] = ≤5.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] = --

School Programs
Autism

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Carderock Springs Elementary School - #604

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	0.0	3.1	87.5	6.3	90.6	9.4			
Supporting Services	16.7	11.1	22.2	50.0	0.0	88.9	11.1	97	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 24.5 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	53.1	28.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	14.800	**Instructional Support Total**	7.750
Staff Development	1.000		
ESOL	0.300	Other Support	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	0.500
Other Professional Total	2.800		
Total Professional	29.400	**Total Supporting Services**	15.874

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2010	9.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	15	4	0	0	2	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
407	407	394	385	364	364	374	380

School Personnel Costs

Professional Salaries	$2,103,082
Supporting Services Salaries	$616,167
Employee Benefits	$731,291
Total Allocated Cost	**$3,450,540**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rachel Carson Elementary School - #159

Principal: Mr. Lawrence D. Chep
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

100 Tschiffely Square Road Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/rachelcarsones/

Office Phone: (301) 840-5333
Fax Number: (301) 840-5366
Cluster Name: Quince Orchard
Receiving Schools: Lakelands Park

2015–2016 Enrollment = 1,046

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**15.3**	**6.3**	**20.5**	**≤5.0**	**50.8**	**7.2**	Pre-K	49	4.7
ESOL	**14.1**	6.8	7.3	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0	Full-Day K	165	15.8
FARMS	**20.5**	9.8	10.6	≤5.0	≤5.0	≤5.0	13.6	≤5.0	≤5.0	≤5.0	Grade 1	177	16.9
SPED	**9.9**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Grade 2	173	16.5
											Grade 3	186	17.8
											Grade 4	155	14.8
											Grade 5	141	13.5
											Total	1,046	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.3	5.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 22.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Character Counts!
Elementary Home School Model (Inclusion)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rachel Carson Elementary School - #159

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.7	5.8	1.4	82.6	0.0	92.8	7.2			
Supporting Services	11.1	14.8	14.8	59.3	0.0	74.1	25.9	201	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten = 23.3

Grades 1 to 3 = 25.3 Grades 4 to 5 = 26.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	40.6	44.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	7.498
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	34.700	**Instructional Support Total**	12.122
Staff Development	1.000		
ESOL	2.600	Other Support	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	3.000
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	3.123
Instrumental Music	0.400	**Other Support Total**	7.123
Preschool	1.000		
Special Education:		Building Services	
Classroom	10.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	62.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.312
Other Professional Total	4.200		
Total Professional	68.800	**Total Supporting Services**	25.557

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	12.4	Y	Y	11

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	7	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
667	667	1063	1066	1035	1018	998	990

School Personnel Costs

Professional Salaries	$5,496,772
Supporting Services Salaries	$996,128
Employee Benefits	$1,508,817
Total Allocated Cost	**$8,001,717**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cashell Elementary School - #511

Principal: Mr. Antonio Scott
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

17101 Cashell Road Rockville, MD 20853

www.montgomeryschoolsmd.org/schools/cashelles/

Office Phone: (301) 924-3130
Fax Number: (301) 924-3132
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2015–2016 Enrollment = 369

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.7**	**52.3**	**≤5.0**	**9.5**	**12.5**	**23.0**	**≤5.0**	**46.3**	**8.7**	Pre-K	32	8.7
ESOL	**9.2**	5.7	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Full-Day K	61	16.5
FARMS	**23.3**	13.3	10.0	≤5.0	≤5.0	5.1	9.5	≤5.0	5.1	≤5.0	Grade 1	54	14.6
SPED	**13.8**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Grade 2	68	18.4
											Grade 3	57	15.4
											Grade 4	41	11.1
											Grade 5	56	15.2
											Total	369	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.1	≤5.0	52.9

Other Participation

Students now or have in the past received FARMS[2] = 27.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Prekindergarten
Preschool Education Program (PEP) Comprehensive
Resource (K–5)
School/Community-Based (2–5)
School/Community-Based (K–1)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cashell Elementary School - #511

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	2.8	2.8	86.1	2.8	97.2	2.8			
Supporting Services	0.0	13.6	22.7	59.1	4.5	100.0	0.0	82	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 25.1 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	30.6	58.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	7.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	11.700	**Instructional Support Total**	9.250
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.250
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.900	Food Services	0.750
Other Professional Total	3.400		
Total Professional	29.900	**Total Supporting Services**	17.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	2009	10.2	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	10	3	1	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
340	340	365	379	375	363	364	358

School Personnel Costs

Professional Salaries	$2,473,378
Supporting Services Salaries	$708,071
Employee Benefits	$873,422
Total Allocated Cost	**$4,054,871**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cedar Grove Elementary School - #703

Principal: Mr. Lee F. Derby
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

24001 Ridge Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/cedargrovees/

Office Phone: (301) 253-7000
Fax Number: (301) 253-0933
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2015–2016 Enrollment = 582

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.0**	**50.0**	**≤5.0**	**39.3**	**10.0**	**10.5**	**≤5.0**	**33.8**	**6.0**	Pre-K	0	0.0
ESOL	**8.9**	≤5.0	5.2	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	96	16.5
FARMS	**9.3**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	102	17.5
SPED	**8.1**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	119	20.4
											Grade 3	97	16.7
											Grade 4	84	14.4
											Grade 5	84	14.4
											Total	582	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.1	14.9	17.0

Other Participation

Students now or have in the past received FARMS[2] = 14.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cedar Grove Elementary School - #703

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	4.5	0.0	93.2	0.0	86.4	13.6			
Supporting Services	11.1	27.8	0.0	61.1	0.0	77.8	22.2	136	94.1	5.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 22.8

Grades 1 to 3 = 24.2 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	27.3	63.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	21.100	**Instructional Support Total**	6.375
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	2.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	2.000
Instrumental Music	0.400	**Other Support Total**	4.000
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	0.937
Other Professional Total	3.000		
Total Professional	40.400	**Total Supporting Services**	14.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1987	10.1	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	13	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
405	405	592	602	607	584	583	587

School Personnel Costs

Professional Salaries	$3,600,800
Supporting Services Salaries	$615,564
Employee Benefits	$1,092,827
Total Allocated Cost	**$5,309,191**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Chevy Chase Elementary School - #403

Principal: Mrs. Jody L. Smith
Associate Supt: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools: Rosemary Hills

4015 Rosemary Street Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/chevychasees/

Office Phone: (301) 657-4994
Fax Number: (301) 657-4980
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2015–2016 Enrollment = 558

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**6.6**	**14.9**	**10.6**	**≤5.0**	**62.2**	**5.7**	Pre-K	0	0.0
ESOL	**9.0**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**17.7**	8.4	9.3	≤5.0	≤5.0	11.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	109	19.5
											Grade 4	157	28.1
											Grade 5	175	31.4
											Grade 6	117	21.0
											Total	558	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.7	14.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 18.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

6th Grade
Center for the Highly Gifted
Elementary Home School Model (Inclusion)
High School Spanish 1AB
International Baccalaureate Middle Years Programme
Mindfulness School
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
ESOL								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Chevy Chase Elementary School - #403

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	7.7	2.6	87.2	0.0	82.1	17.9			
Supporting Services	6.7	33.3	13.3	46.7	0.0	66.7	33.3	134	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = --

Grades 1 to 3 = 27.0 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.9	20.5	43.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.500
Classroom	23.000	**Instructional Support Total**	6.249
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.749
Instrumental Music	0.700	**Other Support Total**	3.749
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.000
Other Professional Total	2.500		
Total Professional	38.500	**Total Supporting Services**	14.998

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1936	2000	3.8	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	20	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
473	473	541	417	424	422	436	431

School Personnel Costs

Professional Salaries	$2,939,661
Supporting Services Salaries	$630,268
Employee Benefits	$844,836
Total Allocated Cost	**$4,414,765**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Clarksburg Elementary School - #101

Principal: Mr. Carl R. Bencal
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

13530 Redgrave Place Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/clarksburges/

Office Phone: (301) 353-8060
Fax Number: (301) 353-0878
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2015–2016 Enrollment = 309													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.0**	**54.0**	**≤5.0**	**34.6**	**17.5**	**14.9**	**≤5.0**	**24.9**	**7.8**	Pre-K	0	0.0
ESOL	**12.9**	6.5	6.5	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	52	16.8
FARMS	**13.6**	5.5	8.1	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	44	14.2
SPED	**8.4**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	61	19.7
											Grade 3	50	16.2
											Grade 4	51	16.5
											Grade 5	51	16.5
											Total	309	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 20.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.0%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Clarksburg Elementary School - #101

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	0.0	0.0	88.9	3.7	92.6	7.4			
Supporting Services	35.7	7.1	14.3	42.9	0.0	92.9	7.1	69	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 26.0

Grades 1 to 3 = 22.6 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	7.4	81.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.250
Principal Intern		Special Education	2.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.800	**Instructional Support Total**	3.499
Staff Development	0.500		
ESOL	0.700	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.999
Instrumental Music	0.200	**Other Support Total**	2.999
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	20.500	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.750
Other Professional Total	2.500		
Total Professional	24.000	**Total Supporting Services**	10.748

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	10.0	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	10	4	0	0	2	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
313	313	337	376	419	451	505	553

School Personnel Costs

Professional Salaries	$2,199,658
Supporting Services Salaries	$459,441
Employee Benefits	$692,662
Total Allocated Cost	**$3,351,761**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Clearspring Elementary School - #706

Principal: Mrs. Holly A. Gilbertson
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

9930 Moyer Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/clearspringes/

Office Phone: (301) 253-7004
Fax Number: (301) 253-2068
Cluster Name: Damascus
Receiving Schools: Baker

2015–2016 Enrollment = 624													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.6**	**55.4**	**≤5.0**	**14.7**	**15.2**	**20.5**	**≤5.0**	**40.2**	**9.3**	Pre-K	36	5.8
ESOL	**10.4**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Full-Day K	67	10.7
FARMS	**29.8**	12.8	17.0	≤5.0	≤5.0	9.6	13.5	≤5.0	≤5.0	≤5.0	Grade 1	76	12.2
SPED	**14.3**	≤5.0	9.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	64	10.3
											Grade 3	78	12.5
											Grade 4	160	25.6
											Grade 5	143	22.9
											Total	624	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.1	≤5.0	51.7

Other Participation	
Students now or have in the past received FARMS[2] = 33.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.3%	Suspension Rate[2] [3] [4] = ≤3.0%

School Programs
Center for the Highly Gifted (4–5)
Elementary Learning Center
Head Start
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Clearspring Elementary School - #706

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	3.8	1.9	86.8	1.9	88.7	11.3			
Supporting Services	4.0	12.0	8.0	76.0	0.0	84.0	16.0	146	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 20.0

Grades 1 to 3 = 24.9 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	24.5	67.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.349
Principal Intern		Special Education	6.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	20.600	**Instructional Support Total**	9.849
Staff Development	1.000		
ESOL	1.000	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.748
Instrumental Music	0.400	**Other Support Total**	3.748
Preschool	1.100		
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.100	**Food Services**	1.125
Other Professional Total	4.100		
Total Professional	45.600	**Total Supporting Services**	19.222

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	3	2	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
638	638	625	606	596	606	597	599

School Personnel Costs

Professional Salaries	$4,060,207
Supporting Services Salaries	$803,051
Employee Benefits	$1,291,588
Total Allocated Cost	**$6,154,846**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Clopper Mill Elementary School - #100

Principal: Dr. Ocheze Joseph
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

18501 Cinnamon Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/cloppermilles/

Office Phone: (301) 353-8065
Fax Number: (301) 353-8068
Cluster Name: Northwest
Receiving Schools: Clemente

2015–2016 Enrollment = 488													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**6.1**	**36.3**	**44.9**	**≤5.0**	**8.4**	**≤5.0**	Pre-K	78	16.0
ESOL	**25.2**	10.9	14.3	≤5.0	≤5.0	≤5.0	20.3	≤5.0	≤5.0	≤5.0	Full-Day K	67	13.7
FARMS	**68.4**	33.8	34.6	≤5.0	≤5.0	25.6	35.0	≤5.0	≤5.0	≤5.0	Grade 1	75	15.4
SPED	**12.1**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	66	13.5
											Grade 3	80	16.4
											Grade 4	69	14.1
											Grade 5	53	10.9
											Total	488	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.8	≤5.0	28.8

Other Participation	
Students now or have in the past received FARMS[2] = 75.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 22.7%	Suspension Rate[2] [3] [4] = --

School Programs
Autism
Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Head Start
Prekindergarten
Prekindergarten Plus
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Clopper Mill Elementary School - #100

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	15.7	13.7	62.7	0.0	86.3	13.7			
Supporting Services	12.1	21.2	18.2	48.5	0.0	84.8	15.2	142	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.5

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 20.0 Grades 4 to 5 = 19.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.5	43.1	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	12.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	4.000	**Instructional Support Total**	17.499
Classroom	21.400		
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.375
Instrumental Music	0.200	**Other Support Total**	3.375
Preschool	3.000		
Special Education:			
Classroom	9.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	44.100	Leader	1.000
		Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	2.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.750
Other Professional Total	4.500		
Total Professional	50.600	**Total Supporting Services**	26.624

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1986	--	9.0	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	13	4	3	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
437	437	503	511	510	522	522	534

School Personnel Costs

Professional Salaries	$3,862,555
Supporting Services Salaries	$1,023,006
Employee Benefits	$1,212,780
Total Allocated Cost	**$6,098,341**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cloverly Elementary School - #308

Principal: Dr. Melissa A. Brunson
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

800 Briggs Chaney Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/cloverlyes/

Office Phone: (301) 989-5770
Fax Number: (301) 879-1035
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney, Farquhar

2015–2016 Enrollment = 466													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.0**	**56.0**	**≤5.0**	**17.8**	**22.7**	**20.8**	**≤5.0**	**29.8**	**8.6**	Pre-K	37	7.9
ESOL	**12.9**	6.7	6.2	≤5.0	≤5.0	≤5.0	8.4	≤5.0	≤5.0	≤5.0	Full-Day K	72	15.5
FARMS	**23.2**	8.4	14.8	≤5.0	≤5.0	6.9	9.7	≤5.0	≤5.0	≤5.0	Grade 1	78	16.7
SPED	**17.6**	≤5.0	13.5	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	78	16.7
											Grade 3	72	15.5
											Grade 4	62	13.3
											Grade 5	67	14.4
											Total	466	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.7	≤5.0	43.9

Other Participation	
Students now or have in the past received FARMS[2] = 29.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.0%	Suspension Rate[2] [3] [4] = --

School Programs
Autism
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cloverly Elementary School - #308

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	9.5	0.0	88.1	2.4	81.0	19.0			
Supporting Services	14.8	25.9	7.4	48.1	0.0	88.9	11.1	115	96.5	3.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 23.7

Grades 1 to 3 = 24.3 Grades 4 to 5 = 25.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.875
Principal Intern		Special Education	10.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	16.000	**Instructional Support Total**	11.875
Staff Development	1.000		
ESOL	1.300	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	8.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	0.687
Other Professional Total	4.400		
Total Professional	40.400	**Total Supporting Services**	19.186

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.4	45.2	52.4

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	10.0	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	4	0	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
454	454	474	480	478	468	459	453

School Personnel Costs

Professional Salaries	$3,486,161
Supporting Services Salaries	$795,492
Employee Benefits	$1,127,220
Total Allocated Cost	**$5,408,873**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cold Spring Elementary School - #238

Principal: Ms. Sandra S. Reece
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

9201 Falls Chapel Way Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/coldspringes/

Office Phone: (301) 279-8480
Fax Number: (301) 279-3226
Cluster Name: Thomas S. Wootton
Receiving Schools: Cabin John

2015–2016 Enrollment = 333

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**40.2**	**≤5.0**	**7.8**	**≤5.0**	**41.1**	**6.9**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	29	8.7
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	37	11.1
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	43	12.9
											Grade 3	33	9.9
											Grade 4	94	28.2
											Grade 5	97	29.1
											Total	333	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.9	7.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cold Spring Elementary School - #238

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	0.0	3.7	92.6	0.0	88.9	11.1			
Supporting Services	8.3	8.3	0.0	83.3	0.0	75.0	25.0	85	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size Kindergarten = 29.0

Grades 1 to 3 = 18.8 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	29.6	55.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.436
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.500
Classroom	13.600	**Instructional Support Total**	2.436
Staff Development	1.000		
ESOL	0.200	Other Support	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.998
Instrumental Music	0.400	**Other Support Total**	2.998
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.300	Food Services	0.500
Other Professional Total	1.800		
Total Professional	22.000	**Total Supporting Services**	8.934

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	12.4	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	19	4	0	0	1	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
459	504	320	314	319	317	320	325

School Personnel Costs

Professional Salaries	$1,879,757
Supporting Services Salaries	$402,268
Employee Benefits	$614,381
Total Allocated Cost	**$2,896,406**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

College Gardens Elementary School - #229

Principal: Mrs. Stacey F. Rogovoy
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

1700 Yale Place Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/collegegardenses/

Office Phone: (301) 279-8470
Fax Number: (301) 279-8473
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2015–2016 Enrollment = 888													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**21.1**	**18.5**	**15.2**	**≤5.0**	**37.6**	**7.1**	Pre-K	17	1.9
ESOL	**17.7**	6.5	11.1	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Full-Day K	137	15.4
FARMS	**14.1**	6.2	7.9	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	141	15.9
SPED	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	167	18.8
											Grade 3	142	16.0
											Grade 4	144	16.2
											Grade 5	140	15.8
											Total	888	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.4	≤5.0	19.6

Other Participation	
Students now or have in the past received FARMS[2] = 19.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.2%	Suspension Rate[2] [3] [4] = --

School Programs
Autism
Head Start
International Baccalaureate Primary Years Programme
Partial Chinese Immersion
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

College Gardens Elementary School - #229

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	20.7	8.6	6.9	63.8	0.0	94.8	5.2			
Supporting Services	7.7	34.6	7.7	50.0	0.0	73.1	26.9	187	99.5	0.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size Kindergarten = 27.0

Grades 1 to 3 = 24.9 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.2	60.3	22.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.225
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	32.000	**Instructional Support Total**	8.475
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.249
Instrumental Music	0.500	**Other Support Total**	4.499
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.200	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.125
Other Professional Total	3.100		
Total Professional	54.300	**Total Supporting Services**	20.599

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2008	7.9	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	23	4	1	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
693	693	896	888	877	850	843	837

School Personnel Costs

Professional Salaries	$3,929,619
Supporting Services Salaries	$792,813
Employee Benefits	$1,262,356
Total Allocated Cost	**$5,984,788**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Cresthaven Elementary School - #808

Principal: Ms. Sherri A. Gorden
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools: Nix

1234 Cresthaven Drive Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/cresthavenes/

Office Phone: (301) 431-7622
Fax Number: (301) 431-7660
Cluster Name: Northeast Consortium
Receiving Schools: Key

2015–2016 Enrollment = 510

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**13.9**	**35.7**	**45.7**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	0	0.0
ESOL	**25.9**	10.8	15.1	≤5.0	≤5.0	5.9	17.1	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**77.1**	35.9	41.2	≤5.0	9.4	27.5	38.8	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**13.3**	≤5.0	10.4	≤5.0	≤5.0	6.3	5.5	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	170	33.3
											Grade 4	196	38.4
											Grade 5	144	28.2
											Total	510	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	33.8	33.8	32.4

Other Participation

Students now or have in the past received FARMS[2] = 83.5%
Attendance Rate[2] [3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.3%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Learning Center
Focused Academic Support - Federal Title I Funds

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cresthaven Elementary School - #808

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	19.6	0.0	73.9	2.2	87.0	13.0			
Supporting Services	8.7	26.1	39.1	26.1	0.0	87.0	13.0	121	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = --

Grades 1 to 3 = 26.0 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.1	30.4	43.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.500
Classroom	23.200	**Instructional Support Total**	8.375
Staff Development	1.000		
ESOL	1.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.625
Instrumental Music	0.400	**Other Support Total**	3.625
Preschool			
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.500
Other Professional Total	3.700		
Total Professional	43.500	**Total Supporting Services**	18.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	2010	9.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	18	4	0	0	0	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
467	467	547	519	519	505	502	491

School Personnel Costs

Professional Salaries	$3,299,157
Supporting Services Salaries	$752,615
Employee Benefits	$1,040,295
Total Allocated Cost	**$5,092,067**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Capt. James E. Daly Elementary School - #111

Principal: Mrs. Nora G. Dietz
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

20301 Brandermill Drive Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/dalyes/

Office Phone: (301) 353-0939
Fax Number: (301) 353-0872
Cluster Name: Clarksburg
Receiving Schools: Neelsville

2015–2016 Enrollment = 596

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.3**	**47.7**	**≤5.0**	**7.6**	**35.2**	**45.3**	**≤5.0**	**8.2**	**≤5.0**	Pre-K	39	6.5
ESOL	**39.3**	19.1	20.1	≤5.0	≤5.0	6.7	29.5	≤5.0	≤5.0	≤5.0	Full-Day K	96	16.1
FARMS	**71.3**	37.9	33.4	≤5.0	≤5.0	27.3	37.8	≤5.0	≤5.0	≤5.0	Grade 1	97	16.3
SPED	**10.4**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	85	14.3
											Grade 3	103	17.3
											Grade 4	104	17.4
											Grade 5	72	12.1
											Total	596	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 77.0%
Attendance Rate[2] [3] = 94.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Federal Title I Funds
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Capt. James E. Daly Elementary School - #111

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	6.9	12.1	74.1	0.0	86.2	13.8			
Supporting Services	10.5	10.5	31.6	47.4	0.0	73.7	26.3	161	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 20.6 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.2	17.2	46.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	27.700	**Instructional Support Total**	6.125
Staff Development	1.000		
ESOL	4.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.750
Instrumental Music	0.200	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.750
Other Professional Total	3.000		
Total Professional	53.500	**Total Supporting Services**	16.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1989	--	10.0	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	17	5	1	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
523	523	627	615	605	611	608	602

School Personnel Costs

Professional Salaries	$4,047,229
Supporting Services Salaries	$663,839
Employee Benefits	$1,229,145
Total Allocated Cost	**$5,940,213**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Damascus Elementary School - #702

Principal: Mr. William J. Collins
Director: Mr. Michael D. Bayewitz
School Hours: 9:25 - 3:50
Feeder Schools:

10201 Bethesda Church Road Damascus, MD 20872

www.montgomeryschoolsmd.org/schools/damascuses/

Office Phone: (301) 253-7080
Fax Number: (301) 253-8717
Cluster Name: Damascus
Receiving Schools: Baker

2015–2016 Enrollment = 336													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**57.1**	**42.9**	**≤5.0**	**≤5.0**	**6.3**	**26.5**	**≤5.0**	**56.8**	**6.3**	Pre-K	0	0.0
ESOL	**17.6**	8.9	8.6	≤5.0	≤5.0	≤5.0	15.2	≤5.0	≤5.0	≤5.0	Full-Day K	70	20.8
FARMS	**26.8**	13.1	13.7	≤5.0	≤5.0	≤5.0	17.3	≤5.0	5.7	≤5.0	Grade 1	47	14.0
SPED	**14.9**	5.7	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.4	≤5.0	Grade 2	53	15.8
											Grade 3	42	12.5
											Grade 4	71	21.1
											Grade 5	53	15.8
											Total	336	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.0	32.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 33.3%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.6%	Suspension Rate[2] [3] [4] = --

School Programs
Coding Club
Elementary Home School Model (Inclusion)
Group Piano
Mad Science
School/Community-Based
Taekwondo

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Damascus Elementary School - #702

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.5	0.0	6.5	87.1	0.0	83.9	16.1			
Supporting Services	0.0	0.0	11.1	88.9	0.0	88.9	11.1	79	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 24.0

Grades 1 to 3 = 22.8 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.9	22.6	64.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	12.000	**Instructional Support Total**	7.750
Staff Development	0.500		
ESOL	0.600	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.875
Instrumental Music	0.300	**Other Support Total**	2.875
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.400	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	0.687
Other Professional Total	2.400		
Total Professional	28.800	**Total Supporting Services**	14.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1980	9.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	10	4	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
327	327	355	339	348	350	353	336

School Personnel Costs

Professional Salaries	$2,435,647
Supporting Services Salaries	$612,047
Employee Benefits	$787,995
Total Allocated Cost	**$3,835,689**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Darnestown Elementary School - #351

Principal: Mrs. Laura S. Colgary
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

15030 Turkey Foot Road Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/darnestownes/

Office Phone: (301) 840-7157
Fax Number: (301) 548-7527
Cluster Name: Northwest
Receiving Schools: Lakelands Park

2015–2016 Enrollment = 287													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**9.4**	**≤5.0**	**5.9**	**≤5.0**	**74.2**	**5.6**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	42	14.6
FARMS	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	48	16.7
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Grade 2	49	17.1
											Grade 3	43	15.0
											Grade 4	51	17.8
											Grade 5	54	18.8
											Total	287	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.1	5.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 7.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.8%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Darnestown Elementary School - #351

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	92.3	7.7			
Supporting Services	0.0	27.3	0.0	72.7	0.0	81.8	18.2	66	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.0

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 23.2 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	34.6	57.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	0.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	10.500	**Instructional Support Total**	1.875
Staff Development	0.700		
ESOL	0.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.500	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.874
Instrumental Music	0.200	**Other Support Total**	2.874
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.800	**Building Services Total**	3.000
Media Specialist	0.500		
Spec Ed Related Services	0.300	Food Services	0.500
Other Professional Total	1.600		
Total Professional	21.800	**Total Supporting Services**	8.249

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1980	7.2	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	18	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
471	471	275	278	288	298	304	311

School Personnel Costs

Professional Salaries	$1,876,013
Supporting Services Salaries	$387,249
Employee Benefits	$577,306
Total Allocated Cost	**$2,840,568**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Diamond Elementary School - #570

Principal: Mr. Daniel Walder | 4 Marquis Drive Gaithersburg, MD 20878 | Office Phone: (301) 840-7177
Director: Mr. Gregory S. Edmundson | | Fax Number: (301) 840-4506
School Hours: 9:25 - 3:50 | www.montgomeryschoolsmd.org/schools/diamondes/ | Cluster Name: Northwest, Q.Orchard
Feeder Schools: | | Receiving Schools: Lakelands Park, Ridgeview

2015–2016 Enrollment = 665													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**44.5**	**9.6**	**12.3**	**≤5.0**	**28.9**	**≤5.0**	Pre-K	0	0.0
ESOL	**24.7**	11.0	13.7	≤5.0	18.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	122	18.3
FARMS	**10.2**	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	98	14.7
SPED	**9.8**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	127	19.1
											Grade 3	116	17.4
											Grade 4	99	14.9
											Grade 5	103	15.5
											Total	665	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.4	23.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 13.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.0%	Suspension Rate[2] [3] [4] = --

School Programs
Asperger's Program
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Diamond Elementary School - #570

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	3.8	1.9	88.5	0.0	84.6	15.4			
Supporting Services	23.1	0.0	11.5	61.5	3.8	80.8	19.2	169	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 23.6

Grades 1 to 3 = 25.6 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.6	51.9	38.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	11.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	22.200	**Instructional Support Total**	14.750
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	2.000
Instrumental Music	0.300	**Other Support Total**	4.000
Preschool			
Special Education:		Building Services	
Classroom	11.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.062
Other Professional Total	3.000		
Total Professional	51.100	**Total Supporting Services**	23.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	4	0	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
463	670	675	687	680	661	672	657

School Personnel Costs

Professional Salaries	$4,068,086
Supporting Services Salaries	$960,698
Employee Benefits	$1,240,125
Total Allocated Cost	**$6,268,909**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Dr. Charles R. Drew Elementary School - #747

Principal: Mrs. Wanda L. Means Harris
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

1200 Swingingdale Drive Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/drewes/

Office Phone: (301) 989-6030
Fax Number: (301) 879-1033
Cluster Name: Northeast Consortium
Receiving Schools: Key

2015–2016 Enrollment = 488

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**17.8**	**44.9**	**21.1**	**≤5.0**	**9.4**	**6.6**	Pre-K	55	11.3
ESOL	**20.9**	10.2	10.7	≤5.0	≤5.0	5.7	9.0	≤5.0	≤5.0	≤5.0	Full-Day K	63	12.9
FARMS	**50.0**	25.0	25.0	≤5.0	6.1	26.2	14.8	≤5.0	≤5.0	≤5.0	Grade 1	51	10.5
SPED	**12.9**	≤5.0	9.6	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	61	12.5
											Grade 3	57	11.7
											Grade 4	97	19.9
											Grade 5	104	21.3
											Total	488	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.3	≤5.0	38.1

Other Participation

Students now or have in the past received FARMS[2] = 54.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Arts Integration Model School
Center for the Highly Gifted
Focused Academic Support - Local Funds
Learning and Academic Disabilities (K–5)
Prekindergarten
Resource
School/Community-Based (K–1)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Dr. Charles R. Drew Elementary School - #747

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	14.3	2.4	78.6	2.4	92.9	7.1			
Supporting Services	8.0	32.0	24.0	36.0	0.0	80.0	20.0	116	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 20.1 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.2	23.8	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.625
Principal Intern		Special Education	9.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.100	**Instructional Support Total**	12.749
Staff Development	1.000		
ESOL	1.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	
Physical Education		Secretary	2.000
Art		Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.186
Instrumental Music	0.300	**Other Support Total**	3.186
Preschool	1.500		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.250
Other Professional Total	3.200		
Total Professional	40.600	**Total Supporting Services**	20.685

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	14	4	2	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
461	461	489	498	495	490	493	484

School Personnel Costs

Professional Salaries	$3,289,818
Supporting Services Salaries	$804,510
Employee Benefits	$1,065,376
Total Allocated Cost	**$5,159,704**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

DuFief Elementary School - #241

Principal: Mr. Brent T. Mascott
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

15001 DuFief Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/dufiefes/index.shtml

Office Phone: (301) 279-4980
Fax Number: (301) 279-4983
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2015–2016 Enrollment = 313

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**31.0**	**7.3**	**12.1**	**≤5.0**	**42.8**	**6.7**	Pre-K	0	0.0
ESOL	**12.5**	5.1	7.3	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	41	13.1
FARMS	**14.4**	5.1	9.3	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	Grade 1	44	14.1
SPED	**23.6**	8.6	15.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	7.7	≤5.0	Grade 2	55	17.6
											Grade 3	52	16.6
											Grade 4	61	19.5
											Grade 5	60	19.2
											Total	313	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	18.9	9.5	71.6

Other Participation

Students now or have in the past received FARMS[2] = 16.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Learning Center
Pre K Speech and Language
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

DuFief Elementary School - #241

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	0.0	97.1	0.0	94.1	5.9			
Supporting Services	21.7	4.3	8.7	65.2	0.0	87.0	13.0	96	95.8	4.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 34.0

Grades 1 to 3 = 19.7 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.7	23.5	61.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	8.059
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.500
Classroom	11.700	**Instructional Support Total**	9.809
Staff Development	0.800		
ESOL	0.900	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	7.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.700		
Spec Ed Related Services	2.200	Food Services	0.687
Other Professional Total	3.900		
Total Professional	29.200	**Total Supporting Services**	16.996

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	4	0	0	1	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
416	740	308	301	304	305	316	330

School Personnel Costs

Professional Salaries	$2,508,597
Supporting Services Salaries	$679,204
Employee Benefits	$873,534
Total Allocated Cost	**$4,061,335**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

631 Silver Spring Avenue Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/eastsilverspringes/

Office Phone: (301) 650-6420
Fax Number: (301) 650-6424
Cluster Name: Downcounty Consortium
Receiving Schools: Takoma Park MS

2015–2016 Enrollment = 554													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**≤5.0**	**56.0**	**20.4**	**≤5.0**	**15.7**	**≤5.0**	Pre-K	70	12.6
ESOL	**31.0**	13.7	17.3	≤5.0	≤5.0	18.4	9.6	≤5.0	≤5.0	≤5.0	Full-Day K	95	17.1
FARMS	**55.6**	26.7	28.9	≤5.0	≤5.0	35.7	15.2	≤5.0	≤5.0	≤5.0	Grade 1	87	15.7
SPED	**12.6**	≤5.0	9.7	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	83	15.0
											Grade 3	86	15.5
											Grade 4	71	12.8
											Grade 5	62	11.2
											Total	554	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.4	≤5.0	15.7

Other Participation	
Students now or have in the past received FARMS[2] = 63.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.4%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Head Start
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

East Silver Spring Elementary School - #756

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	27.6	6.9	60.3	3.4	87.9	12.1			
Supporting Services	0.0	50.0	12.5	29.2	4.2	70.8	29.2	138	97.1	2.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 18.2 Grades 4 to 5 = 21.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.8	29.3	37.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.850
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	23.500	**Instructional Support Total**	8.850
Staff Development	1.000		
ESOL	3.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.500
Instrumental Music	0.100	**Other Support Total**	3.500
Preschool	1.600		
Special Education:		Building Services	
Classroom	6.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.562
Other Professional Total	4.100		
Total Professional	50.800	**Total Supporting Services**	18.912

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1929	1975	8.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	18	4	2	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
577	651	599	603	598	590	583	566

School Personnel Costs

Professional Salaries	$3,749,216
Supporting Services Salaries	$796,232
Employee Benefits	$1,224,867
Total Allocated Cost	**$5,770,315**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Fairland Elementary School - #303

Principal: Mrs. Lakeisha D. Lashley
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

14315 Fairdale Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/fairlandes/

Office Phone: (301) 989-5658
Fax Number: (301) 989-5769
Cluster Name: Northeast Consortium
Receiving Schools: Banneker, Briggs Chaney

2015–2016 Enrollment = 643													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**8.1**	**56.6**	**24.6**	**≤5.0**	**7.8**	**≤5.0**	Pre-K	45	7.0
ESOL	**22.7**	11.0	11.7	≤5.0	≤5.0	6.1	13.4	≤5.0	≤5.0	≤5.0	Full-Day K	89	13.8
FARMS	**57.5**	29.2	28.3	≤5.0	≤5.0	36.7	17.0	≤5.0	≤5.0	≤5.0	Grade 1	96	14.9
SPED	**9.3**	≤5.0	7.5	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	119	18.5
											Grade 3	110	17.1
											Grade 4	89	13.8
											Grade 5	95	14.8
											Total	643	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.7	6.7	36.7

Other Participation	
Students now or have in the past received FARMS[2] = 65.5%	Attendance Rate[2] [3] = 94.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.4%	Suspension Rate[2] [3] [4] = --

School Programs
Emotional Disabilities
Focused Academic Support - Local Funds
Head Start
Prekindergarten
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Fairland Elementary School - #303

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	18.6	8.5	69.5	1.7	89.8	10.2			
Supporting Services	17.9	28.6	7.1	46.4	0.0	78.6	21.4	167	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 18.4 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.3	22.0	57.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.225
Principal Intern		Special Education	7.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	28.500	**Instructional Support Total**	11.225
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.625
Instrumental Music	0.400	**Other Support Total**	2.625
Preschool	1.700		
Special Education:		Building Services	
Classroom	5.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.750
Other Professional Total	3.200		
Total Professional	53.000	**Total Supporting Services**	21.100

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	11.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	23	4	2	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
640	640	632	633	614	584	579	580

School Personnel Costs

Professional Salaries	$4,343,921
Supporting Services Salaries	$788,273
Employee Benefits	$1,328,124
Total Allocated Cost	**$6,460,318**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Fallsmead Elementary School - #233

Principal: Mrs. Roni S. Silverstein
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

1800 Greenplace Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/fallsmeades/

Office Phone: (301) 279-4984
Fax Number: (301) 279-3040
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost MS

2015–2016 Enrollment = 535

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.8**	**51.2**	**≤5.0**	**32.7**	**6.9**	**8.0**	**≤5.0**	**46.2**	**5.8**	Pre-K	0	0.0
ESOL	**12.0**	5.2	6.7	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	73	13.6
FARMS	**8.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	80	15.0
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	86	16.1
											Grade 3	105	19.6
											Grade 4	89	16.6
											Grade 5	102	19.1
											Total	535	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.4	17.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning and Academic Disabilities (K–5)
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Fallsmead Elementary School - #233

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.8	7.9	0.0	76.3	0.0	94.7	5.3			
Supporting Services	0.0	40.0	10.0	50.0	0.0	75.0	25.0	123	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.9

Average Class Size Kindergarten = 24.7

Grades 1 to 3 = 24.7 Grades 4 to 5 = 27.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.4	55.3	26.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.374
Principal Intern		Special Education	3.748
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.800	**Instructional Support Total**	6.122
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.623
Instrumental Music	0.300	**Other Support Total**	3.623
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	0.750
Other Professional Total	2.700		
Total Professional	34.700	**Total Supporting Services**	14.995

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	9.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	22	3	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
598	598	522	516	493	488	490	489

School Personnel Costs

Professional Salaries	$2,699,703
Supporting Services Salaries	$595,241
Employee Benefits	$881,118
Total Allocated Cost	**$4,176,062**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Farmland Elementary School - #219

Principal: Mrs. Mary E. Bliss
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

7000 Old Gate Road Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/farmlandes/

Office Phone: (301) 230-5919
Fax Number: (301) 230-5424
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2015–2016 Enrollment = 686

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.4**	**53.6**	**≤5.0**	**32.5**	**5.2**	**9.0**	**≤5.0**	**47.7**	**5.2**	Pre-K	0	0.0
ESOL	**32.8**	12.5	20.3	≤5.0	15.3	≤5.0	≤5.0	≤5.0	12.2	≤5.0	Full-Day K	119	17.3
FARMS	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	116	16.9
SPED	**8.5**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	128	18.7
											Grade 3	129	18.8
											Grade 4	93	13.6
											Grade 5	101	14.7
											Total	686	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.2	≤5.0	43.1

Other Participation

Students now or have in the past received FARMS[2] = 10.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning for Independence
Learning for Independence (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Farmland Elementary School - #219

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	1.9	3.8	86.8	0.0	88.7	11.3			
Supporting Services	22.2	11.1	33.3	33.3	0.0	83.3	16.7	173	95.4	4.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 24.1 Grades 4 to 5 = 23.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.6	32.1	45.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	3.874
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	24.200	**Instructional Support Total**	6.998
Staff Development	1.000		
ESOL	3.800	Other Support	
Reading/Literacy	1.900	Administrative Secretary	
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	2.310
Instrumental Music	0.300	**Other Support Total**	3.310
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	42.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.125
Other Professional Total	3.200		
Total Professional	47.800	**Total Supporting Services**	17.433

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1963	2011	4.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	27	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
729	729	734	762	755	744	747	745

School Personnel Costs

Professional Salaries	$3,733,348
Supporting Services Salaries	$676,477
Employee Benefits	$1,116,931
Total Allocated Cost	**$5,526,756**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Fields Road Elementary School - #566

Principal: Ms. Erica W. Williams
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

One School Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/fieldsroades/

Office Phone: (301) 840-7131
Fax Number: (301) 548-7523
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2015–2016 Enrollment = 464													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**15.5**	**20.9**	**28.2**	**≤5.0**	**30.2**	**≤5.0**	Pre-K	27	5.8
ESOL	**22.2**	8.2	14.0	≤5.0	≤5.0	≤5.0	14.2	≤5.0	≤5.0	≤5.0	Full-Day K	64	13.8
FARMS	**41.8**	20.9	20.9	≤5.0	5.6	13.1	18.1	≤5.0	≤5.0	≤5.0	Grade 1	66	14.2
SPED	**11.6**	≤5.0	9.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	20.0
											Grade 3	82	17.7
											Grade 4	65	14.0
											Grade 5	67	14.4
											Total	464	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.5	16.7	14.8

Other Participation	
Students now or have in the past received FARMS[2] = 44.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.9%	Suspension Rate[2] [3] [4] = --

School Programs
Autism (K–2)
CAPP
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Fields Road Elementary School - #566

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	8.2	4.1	81.6	0.0	89.8	10.2			
Supporting Services	14.3	14.3	7.1	60.7	3.6	78.6	21.4	139	95.0	5.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.9

Average Class Size Kindergarten = 12.4

Grades 1 to 3 = 15.7 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.4	49.0	32.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.123
Principal Intern		Special Education	12.131
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	21.900	**Instructional Support Total**	15.254
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.497
Instrumental Music	0.200	**Other Support Total**	3.497
Preschool	0.500		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.000
Other Professional Total	3.200		
Total Professional	47.000	**Total Supporting Services**	24.251

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	10.0	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	15	5	1	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
429	429	474	484	475	460	465	479

School Personnel Costs

Professional Salaries	$3,505,171
Supporting Services Salaries	$967,460
Employee Benefits	$1,118,889
Total Allocated Cost	**$5,591,520**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Flower Hill Elementary School - #549

Principal: Mr. Lamar Whitmore
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

18425 Flower Hill Way Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/flowerhilles/

Office Phone: (301) 840-7161
Fax Number: (301) 840-7165
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2015–2016 Enrollment = 493

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.8**	**56.2**	**≤5.0**	**13.0**	**30.8**	**44.0**	**≤5.0**	**8.1**	**≤5.0**	Pre-K	42	8.5
ESOL	**35.9**	15.4	20.5	≤5.0	≤5.0	≤5.0	26.2	≤5.0	≤5.0	≤5.0	Full-Day K	74	15.0
FARMS	**64.9**	29.2	35.7	≤5.0	5.5	22.5	32.9	≤5.0	≤5.0	≤5.0	Grade 1	80	16.2
SPED	**15.4**	≤5.0	11.8	≤5.0	≤5.0	5.3	6.9	≤5.0	≤5.0	≤5.0	Grade 2	71	14.4
											Grade 3	77	15.6
											Grade 4	64	13.0
											Grade 5	85	17.2
											Total	493	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.1	15.8	13.2

Other Participation

Students now or have in the past received FARMS[2] = 68.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 22.8%
Attendance Rate[2] [3] = 94.7%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Emotional Disabilities
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Flower Hill Elementary School - #549

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	11.6	4.7	81.4	0.0	95.3	4.7			
Supporting Services	8.7	17.4	13.0	56.5	4.3	91.3	8.7	133	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 19.5

Grades 1 to 3 = 19.8 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.3	27.9	48.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	5.248
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.000
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	20.900	**Instructional Support Total**	10.498
Staff Development	1.000		
ESOL	3.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.687
Other Professional Total	3.000		
Total Professional	42.600	**Total Supporting Services**	19.185

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	10.0	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	17	5	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
483	483	459	465	461	462	456	450

School Personnel Costs

Professional Salaries	$3,306,468
Supporting Services Salaries	$784,981
Employee Benefits	$1,075,869
Total Allocated Cost	**$5,167,318**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Flower Valley Elementary School - #506

Principal: Mrs. Gay E. Melnick
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

4615 Sunflower Drive Rockville, MD 20853

www.montgomeryschoolsmd.org/schools/flowervalleyes/

Office Phone: (301) 924-3135
Fax Number: (301) 924-6789
Cluster Name: Rockville
Receiving Schools: Wood

2015–2016 Enrollment = 496

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**10.5**	**14.3**	**24.6**	**≤5.0**	**45.4**	**5.2**	Pre-K	0	0.0
ESOL	**16.9**	7.1	9.9	≤5.0	≤5.0	≤5.0	13.1	≤5.0	≤5.0	≤5.0	Full-Day K	74	14.9
FARMS	**28.2**	13.1	15.1	≤5.0	≤5.0	≤5.0	16.1	≤5.0	≤5.0	≤5.0	Grade 1	84	16.9
SPED	**15.3**	5.6	9.7	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 2	87	17.5
											Grade 3	96	19.4
											Grade 4	66	13.3
											Grade 5	89	17.9
											Total	496	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.8	11.8	26.3

Other Participation

Students now or have in the past received FARMS[2] = 34.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Deaf & Hard/Hearing Program (Cued Speech)
Emotional Disabilities

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Flower Valley Elementary School - #506

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.0	2.5	7.5	77.5	2.5	90.0	10.0			
Supporting Services	22.2	22.2	11.1	40.7	0.0	74.1	25.9	105	96.2	3.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 24.3

Grades 1 to 3 = 25.2 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.0	20.0	45.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	8.812
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	17.900	**Instructional Support Total**	11.062
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.562
Instrumental Music	0.200	**Other Support Total**	3.562
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.124
Other Professional Total	3.800		
Total Professional	38.500	**Total Supporting Services**	19.248

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	1996	9.3	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	14	3	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
429	429	481	488	466	452	443	439

School Personnel Costs

Professional Salaries	$3,061,199
Supporting Services Salaries	$751,875
Employee Benefits	$1,011,584
Total Allocated Cost	**$4,824,658**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Forest Knolls Elementary School - #803

Principal: Mr. Evan H. Bernstein
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

10830 Eastwood Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/forestknollses/

Office Phone: (301) 649-8060
Fax Number: (301) 649-8196
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2015–2016 Enrollment = 753

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.9**	**53.1**	**≤5.0**	**7.3**	**14.6**	**41.3**	**≤5.0**	**31.1**	**5.7**	Pre-K	41	5.4
ESOL	**22.7**	10.2	12.5	≤5.0	≤5.0	≤5.0	18.9	≤5.0	≤5.0	≤5.0	Full-Day K	123	16.3
FARMS	**37.5**	19.3	18.2	≤5.0	≤5.0	6.0	27.9	≤5.0	≤5.0	≤5.0	Grade 1	152	20.2
SPED	**9.7**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	118	15.7
											Grade 3	102	13.5
											Grade 4	110	14.6
											Grade 5	107	14.2
											Total	753	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 43.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Communication Arts Program
Elementary Home School Model
Focused Academic Support - Local Funds
Physical Disabilities
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Forest Knolls Elementary School - #803

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	7.4	7.4	79.4	1.5	83.8	16.2			
Supporting Services	3.0	15.2	30.3	48.5	0.0	78.8	21.2	195	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 19.5 Grades 4 to 5 = 26.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	44.1	45.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.875
Principal Intern		Special Education	10.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	31.300	**Instructional Support Total**	16.125
Staff Development	1.000		
ESOL	3.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.250
Instrumental Music	0.300	**Other Support Total**	4.250
Preschool	1.000		
Special Education:		Building Services	
Classroom	12.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	60.300	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	2.000		
Spec Ed Related Services	2.400	Food Services	1.687
Other Professional Total	5.400		
Total Professional	67.700	**Total Supporting Services**	28.062

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1993	7.8	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	4	1	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
555	555	766	765	780	776	739	731

School Personnel Costs

Professional Salaries	$5,570,917
Supporting Services Salaries	$1,074,664
Employee Benefits	$1,661,535
Total Allocated Cost	**$8,307,116**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Fox Chapel Elementary School - #106

Principal: Ms. Diana L. Zabetakis
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

19315 Archdale Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/foxchapeles/

Office Phone: (301) 353-8055
Fax Number: (301) 353-0873
Cluster Name: Clarksburg
Receiving Schools: Neelsville

2015–2016 Enrollment = 635

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**17.0**	**26.5**	**42.8**	**≤5.0**	**10.1**	**≤5.0**	Pre-K	45	7.1
ESOL	**32.4**	13.2	19.2	≤5.0	≤5.0	≤5.0	24.7	≤5.0	≤5.0	≤5.0	Full-Day K	88	13.9
FARMS	**53.2**	24.3	29.0	≤5.0	≤5.0	14.8	32.4	≤5.0	≤5.0	≤5.0	Grade 1	65	10.2
SPED	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	13.4
											Grade 3	90	14.2
											Grade 4	134	21.1
											Grade 5	128	20.2
											Total	635	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.2	10.4	10.4

Other Participation

Students now or have in the past received FARMS[2] = 61.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Elementary Home School Model
Focused Academic Support - Local Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Fox Chapel Elementary School - #106

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	5.6	3.7	87.0	0.0	92.6	7.4			
Supporting Services	22.7	13.6	18.2	45.5	0.0	72.7	27.3	171	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 18.7 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	40.7	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.749
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	5.000	**Instructional Support Total**	6.749
Classroom	26.800		
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.748
Instrumental Music	0.400	**Other Support Total**	2.748
Preschool	1.000		
Special Education:			
Classroom	5.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	45.900	Leader	1.000
		Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.312
Other Professional Total	3.000		
Total Professional	50.900	**Total Supporting Services**	15.809

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	26	4	1	0	5	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
683	683	636	633	624	615	627	608

School Personnel Costs

Professional Salaries	$4,200,457
Supporting Services Salaries	$638,376
Employee Benefits	$1,217,417
Total Allocated Cost	**$6,056,250**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Gaithersburg Elementary School - #553

Principal: Mrs. Stephanie D. Brant
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

35 North Summit Avenue Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/gaithersburges/

Office Phone: (301) 840-7136
Fax Number: (301) 548-7524
Cluster Name: Gaithersburg
Receiving Schools: Gaithersburg MS

2015–2016 Enrollment = 863

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**≤5.0**	**15.8**	**73.8**	**≤5.0**	**5.1**	**≤5.0**	Pre-K	40	4.6
ESOL	**48.0**	22.4	25.6	≤5.0	≤5.0	≤5.0	43.8	≤5.0	≤5.0	≤5.0	Full-Day K	175	20.3
FARMS	**84.0**	38.9	45.1	≤5.0	≤5.0	13.0	66.4	≤5.0	≤5.0	≤5.0	Grade 1	164	19.0
SPED	**11.1**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0	Grade 2	142	16.5
											Grade 3	125	14.5
											Grade 4	120	13.9
											Grade 5	97	11.2
											Total	863	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.3	≤5.0	16.7

Other Participation

Students now or have in the past received FARMS[2] = 87.8%
Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Ed Bohrer Parent Resource Center
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Linkages to Learning
Prekindergarten
Resource
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Gaithersburg Elementary School - #553

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	6.7	10.0	74.4	1.1	94.4	5.6			
Supporting Services	10.8	21.6	21.6	45.9	0.0	78.4	21.6	243	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 16.6

Grades 1 to 3 = 17.5 Grades 4 to 5 = 23.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.4	46.7	28.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.124
Principal Intern		Special Education	16.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	10.000	Instructional Data Assistant	
Classroom	40.600	**Instructional Support Total**	21.874
Staff Development	1.000		
ESOL	8.900	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.900	Parent/Community Coord	
Music	1.900	Lunch Hour Aide	2.500
Instrumental Music	0.300	**Other Support Total**	4.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	14.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	81.100	Worker	5.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	2.188
Other Professional Total	4.200		
Total Professional	87.300	**Total Supporting Services**	35.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1947	--	9.2	Y	Y	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	26	4	1	0	9	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
771	771	936	968	993	1005	991	970

School Personnel Costs

Professional Salaries	$6,444,285
Supporting Services Salaries	$1,333,892
Employee Benefits	$1,897,396
Total Allocated Cost	**$9,675,573**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Galway Elementary School - #313

Principal: Mrs. Dorothea A. Fuller
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

12612 Galway Drive Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/galwayes/

Office Phone: (301) 595-2930
Fax Number: (301) 902-1230
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2015–2016 Enrollment = 807													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.8**	**53.2**	**≤5.0**	**10.0**	**58.1**	**23.9**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	37	4.6
ESOL	**31.2**	14.7	16.5	≤5.0	≤5.0	14.3	12.5	≤5.0	≤5.0	≤5.0	Full-Day K	138	17.1
FARMS	**60.0**	28.9	31.1	≤5.0	≤5.0	36.1	16.5	≤5.0	≤5.0	≤5.0	Grade 1	118	14.6
SPED	**10.5**	≤5.0	8.7	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	150	18.6
											Grade 3	125	15.5
											Grade 4	110	13.6
											Grade 5	129	16.0
											Total	807	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.5	≤5.0	43.5

Other Participation	
Students now or have in the past received FARMS[2] = 68.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.1%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Elementary Learning Center (K–2)
Focused Academic Support - Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Galway Elementary School - #313

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	23.2	2.9	65.2	2.9	84.1	15.9			
Supporting Services	3.6	42.9	21.4	28.6	3.6	82.1	17.9	199	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 17.7

Grades 1 to 3 = 19.1 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.1	37.7	36.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.247
Principal Intern		Special Education	5.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.500
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	34.100	**Instructional Support Total**	12.997
Staff Development	1.000		
ESOL	4.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.122
Instrumental Music	0.400	**Other Support Total**	4.122
Preschool	1.000		
Special Education:		Building Services	
Classroom	9.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.300	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.750
Other Professional Total	4.100		
Total Professional	67.400	**Total Supporting Services**	25.369

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2009	9.0	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
45	28	6	1	0	6	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
777	777	838	845	840	812	814	790

School Personnel Costs

Professional Salaries	$4,958,941
Supporting Services Salaries	$931,609
Employee Benefits	$1,486,871
Total Allocated Cost	**$7,377,421**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Garrett Park Elementary School - #204

Principal: Ms. Elaine L. Chang-Baxter
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

4810 Oxford Street Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/garrettparkes/

Office Phone: (301) 929-2170
Fax Number: (301) 929-2008
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2015–2016 Enrollment = 797													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.0**	**54.0**	**≤5.0**	**16.1**	**12.9**	**20.1**	**≤5.0**	**43.3**	**7.3**	Pre-K	0	0.0
ESOL	**22.7**	9.9	12.8	≤5.0	7.9	≤5.0	7.3	≤5.0	5.4	≤5.0	Full-Day K	160	20.1
FARMS	**16.3**	6.8	9.5	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Grade 1	143	17.9
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	145	18.2
											Grade 3	116	14.6
											Grade 4	115	14.4
											Grade 5	118	14.8
											Total	797	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 22.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.0%	Suspension Rate[2] [3] [4] = --

School Programs
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Garrett Park Elementary School - #204

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	3.5	0.0	86.0	3.5	86.0	14.0			
Supporting Services	10.5	10.5	10.5	63.2	5.3	84.2	15.8	172	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.4

Average Class Size Kindergarten = 23.1

Grades 1 to 3 = 23.6 Grades 4 to 5 = 28.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	40.4	42.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	26.300	**Instructional Support Total**	3.624
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	2.374
Instrumental Music	0.400	**Other Support Total**	4.374
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.125
Other Professional Total	3.000		
Total Professional	48.800	**Total Supporting Services**	14.623

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1948	2012	4.4	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	26	4	0	0	7	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
752	752	844	874	902	904	902	880

School Personnel Costs

Professional Salaries	$3,836,709
Supporting Services Salaries	$594,651
Employee Benefits	$1,155,644
Total Allocated Cost	**$5,587,004**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Georgian Forest Elementary School - #786

Principal: Mrs. Kimberly D. Rogers | 3100 Regina Drive Silver Spring, MD 20906 | Office Phone: (301) 460-2170
Director: Mrs. Cheryl L. Smith | Fax Number: (301) 460-2477
School Hours: 9:25 - 3:50 | www.montgomeryschoolsmd.org/schools/georgianforestes/ | Cluster Name: Downcounty Consortium
Feeder Schools: | Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 585

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**6.7**	**27.9**	**53.5**	**≤5.0**	**8.7**	**≤5.0**	Pre-K	58	9.9
ESOL	**32.6**	14.5	18.1	≤5.0	≤5.0	≤5.0	25.0	≤5.0	≤5.0	≤5.0	Full-Day K	94	16.1
FARMS	**77.8**	37.3	40.5	≤5.0	≤5.0	22.2	47.0	≤5.0	≤5.0	≤5.0	Grade 1	80	13.7
SPED	**10.6**	≤5.0	9.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	83	14.2
											Grade 3	97	16.6
											Grade 4	79	13.5
											Grade 5	94	16.1
											Total	585	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.0	9.7	11.3

Other Participation

Students now or have in the past received FARMS[2] = 84.6%
Attendance Rate[2] [3] = 94.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 29.8%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Emotional Disabilities
Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Georgian Forest Elementary School - #786

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	14.0	5.3	66.7	5.3	89.5	10.5			
Supporting Services	6.9	20.7	20.7	51.7	0.0	79.3	20.7	181	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 17.7 Grades 4 to 5 = 20.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
40.4	36.8	22.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.749
Principal Intern		Special Education	6.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	1.000
Classroom	25.700	**Instructional Support Total**	12.748
Staff Development	1.000		
ESOL	4.000	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	0.500
Music	1.200	Lunch Hour Aide	1.499
Instrumental Music	0.200	**Other Support Total**	3.999
Preschool	2.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.750
Other Professional Total	3.400		
Total Professional	54.200	**Total Supporting Services**	23.497

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	11.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	4	2	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
649	649	579	590	593	608	627	633

School Personnel Costs

Professional Salaries	$3,682,924
Supporting Services Salaries	$941,744
Employee Benefits	$1,204,363
Total Allocated Cost	**$5,829,031**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Germantown Elementary School - #102

Principal: Ms. Amy D. Bryant
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

19110 Liberty Mill Road Germantown, MD 20874

www.montgomeryschoolsmd.org/schools/germantownes/

Office Phone: (301) 353-8050
Fax Number: (301) 601-0393
Cluster Name: Northwest
Receiving Schools: Clemente

2015–2016 Enrollment = 318

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.3**	**55.7**	**≤5.0**	**18.6**	**32.4**	**24.8**	**≤5.0**	**19.5**	**≤5.0**	Pre-K	19	6.0
ESOL	**12.6**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	39	12.3
FARMS	**35.5**	13.8	21.7	≤5.0	≤5.0	20.1	10.1	≤5.0	≤5.0	≤5.0	Grade 1	59	18.6
SPED	**16.7**	5.3	11.3	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	57	17.9
											Grade 3	45	14.2
											Grade 4	54	17.0
											Grade 5	45	14.2
											Total	318	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	43.4	≤5.0	56.6

Other Participation

Students now or have in the past received FARMS[2] = 43.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
PEP PILOT
Positive Behavioral Interventions and Supports (PBIS)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Germantown Elementary School - #102

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	5.6	8.3	80.6	0.0	91.7	8.3			
Supporting Services	26.1	26.1	4.3	43.5	0.0	87.0	13.0	83	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.3

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 21.3 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.2	36.1	41.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.624
Principal Intern		Special Education	8.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	12.300	**Instructional Support Total**	10.374
Staff Development	0.500		
ESOL	0.800	Other Support	
Reading/Literacy	2.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.997
Instrumental Music	0.200	**Other Support Total**	2.997
Preschool			
Special Education:		Building Services	
Classroom	9.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	1.600	Food Services	0.750
Other Professional Total	3.100		
Total Professional	34.400	**Total Supporting Services**	17.621

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1935	1978	7.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	10	4	0	0	2	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
329	329	338	339	347	344	340	345

School Personnel Costs

Professional Salaries	$2,757,284
Supporting Services Salaries	$705,618
Employee Benefits	$854,407
Total Allocated Cost	**$4,317,309**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

William B. Gibbs, Jr. Elementary School - #337

Principal: Mrs. Kimberly B. Bosnic
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

12615 Royal Crown Drive Germantown, MD, 20876
www.montgomeryschoolsmd.org/schools/gibbses/

Office Phone: (301) 353-0800
Fax Number: (301) 353-0890
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2015–2016 Enrollment = 744

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**29.3**	**25.7**	**16.9**	**≤5.0**	**20.3**	**7.8**	Pre-K	92	12.4
ESOL	**12.6**	5.2	7.4	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	90	12.1
FARMS	**35.2**	18.5	16.7	≤5.0	≤5.0	17.5	8.6	≤5.0	≤5.0	≤5.0	Grade 1	127	17.1
SPED	**13.8**	≤5.0	9.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	109	14.7
											Grade 3	108	14.5
											Grade 4	106	14.2
											Grade 5	112	15.1
											Total	744	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.8	≤5.0	27.2

Other Participation

Students now or have in the past received FARMS[2] = 39.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Gator Academy
Gator Glogsters
Junior Gator Academy
Plano Pals
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
X-STEM Club, Robotics

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

William B. Gibbs, Jr. Elementary School - #337

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.3	5.3	0.0	82.5	0.0	82.5	17.5			
Supporting Services	23.3	6.7	13.3	53.3	3.3	90.0	10.0	151	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 22.8

Grades 1 to 3 = 27.0 Grades 4 to 5 = 27.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.5	50.9	45.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	12.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	22.900	**Instructional Support Total**	15.875
Staff Development	1.000		
ESOL	1.700	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.750
Instrumental Music	0.400	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	14.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	56.900	**Total Supporting Services**	24.875

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2009	--	10.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	24	4	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
741	741	725	719	710	716	691	700

School Personnel Costs

Professional Salaries	$4,571,313
Supporting Services Salaries	$954,284
Employee Benefits	$1,326,978
Total Allocated Cost	**$6,852,575**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Glen Haven Elementary School - #767

Principal: Dr. Jane Q. Ennis
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

10900 Inwood Avenue Silver Spring, MD 20902

www.montgomeryschoolsmd.org/schools/glenhavenes/

Office Phone: (301) 649-8051
Fax Number: (301) 649-8540
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo

2015–2016 Enrollment = 551													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.3**	**47.7**	**≤5.0**	**8.7**	**22.5**	**50.3**	**≤5.0**	**15.2**	**≤5.0**	Pre-K	66	12.0
ESOL	**30.5**	16.0	14.5	≤5.0	≤5.0	≤5.0	23.0	≤5.0	≤5.0	≤5.0	Full-Day K	80	14.5
FARMS	**62.3**	32.1	30.1	≤5.0	6.0	12.3	39.4	≤5.0	≤5.0	≤5.0	Grade 1	90	16.3
SPED	**11.8**	5.1	6.7	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Grade 2	93	16.9
											Grade 3	71	12.9
											Grade 4	81	14.7
											Grade 5	70	12.7
											Total	551	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.9	≤5.0	41.5

Other Participation	
Students now or have in the past received FARMS[2] = 72.6%	Attendance Rate[2] [3] = 94.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.9%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Elementary Home School Model (K–2)
Focused Academic Support - Local Funds
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Reading/Language Arts Program
Resource (K–5)
School/Community-Based
School/Community-Based (K–1)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Glen Haven Elementary School - #767

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.5	21.1	1.8	66.7	0.0	93.0	7.0			
Supporting Services	14.8	29.6	40.7	14.8	0.0	77.8	22.2	157	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 15.0

Grades 1 to 3 = 17.7 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	52.6	29.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.750
Principal Intern		Special Education	6.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	24.100	**Instructional Support Total**	12.625
Staff Development	1.000		
ESOL	4.000	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	2.000
Instrumental Music	0.200	**Other Support Total**	4.000
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.700	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.625
Other Professional Total	3.800		
Total Professional	51.500	**Total Supporting Services**	24.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2004	10.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
576	576	608	611	627	610	598	605

School Personnel Costs

Professional Salaries	$3,839,871
Supporting Services Salaries	$971,488
Employee Benefits	$1,271,278
Total Allocated Cost	**$6,082,637**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Glenallan Elementary School - #817

Principal: Mr. Peter O. Moran
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

12520 Heurich Road Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/glenallanes/

Office Phone: (301) 929-2014
Fax Number: (301) 929-2016
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2015–2016 Enrollment = 664													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.6**	**52.4**	**≤5.0**	**7.7**	**34.3**	**47.3**	**≤5.0**	**8.1**	**≤5.0**	Pre-K	38	5.7
ESOL	**26.1**	11.1	14.9	≤5.0	≤5.0	≤5.0	19.7	≤5.0	≤5.0	≤5.0	Full-Day K	107	16.1
FARMS	**66.3**	33.0	33.3	≤5.0	≤5.0	22.0	39.5	≤5.0	≤5.0	≤5.0	Grade 1	132	19.9
SPED	**11.4**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Grade 2	105	15.8
											Grade 3	98	14.8
											Grade 4	93	14.0
											Grade 5	91	13.7
											Total	664	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.6	6.6	11.8

Other Participation	
Students now or have in the past received FARMS[2] = 71.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.4%	Suspension Rate[2] [3] [4] = --

School Programs	
Arts Integration Model School	Preschool Education Program (PEP) Classic
Character Counts	Preschool Education Program (PEP) Comprehensive
Commonweal Tutoring	Preschool Education Program (PEP) Inc.
Elementary Engineering Program	Reading/Language Arts Program
Focused Academic Support - Local Funds	Resource (K–5)
Glenallan STEM Academy	Science and Computer Technology Program
Head Start	United States Science and Engineering X-STEM School
Learning and Academic Disabilities (2–5)	
Male/Female Mentoring Programs	
Mathematics	
Preschool Education Program (PEP)	

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Glenallan Elementary School - #817

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	14.8	6.6	72.1	1.6	88.5	11.5			
Supporting Services	12.5	16.7	33.3	33.3	4.2	83.3	16.7	174	93.7	6.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 17.7

Grades 1 to 3 = 19.4 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.6	39.3	36.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.722
Principal Intern		Special Education	4.187
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	29.900	**Instructional Support Total**	8.909
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.873
Instrumental Music	0.300	**Other Support Total**	3.873
Preschool	0.600		
Special Education:		Building Services	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.000	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.687
Other Professional Total	4.000		
Total Professional	55.000	**Total Supporting Services**	19.969

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2013	12.1	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	28	5	1	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
762	762	698	710	719	713	696	691

School Personnel Costs

Professional Salaries	$4,168,097
Supporting Services Salaries	$830,681
Employee Benefits	$1,330,833
Total Allocated Cost	**$6,329,611**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Goshen Elementary School - #546

Principal: Mrs. Yolanda R. Allen
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

8701 Warfield Road Gaithersburg, MD 20882

www.montgomeryschoolsmd.org/schools/goshenes/

Office Phone: (301) 840-8165
Fax Number: (301) 840-8167
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2015–2016 Enrollment = 575													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.7**	**52.3**	**≤5.0**	**10.8**	**25.6**	**35.0**	**≤5.0**	**22.4**	**5.9**	Pre-K	20	3.5
ESOL	**19.5**	9.2	10.3	≤5.0	≤5.0	≤5.0	13.2	≤5.0	≤5.0	≤5.0	Full-Day K	79	13.7
FARMS	**43.7**	20.9	22.8	≤5.0	≤5.0	15.8	21.6	≤5.0	≤5.0	≤5.0	Grade 1	105	18.3
SPED	**12.5**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	103	17.9
											Grade 3	100	17.4
											Grade 4	76	13.2
											Grade 5	92	16.0
											Total	575	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.8	13.9	15.3

Other Participation	
Students now or have in the past received FARMS[2] = 48.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.4%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Language Disabilities (Prekindergarten)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Language Class
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Goshen Elementary School - #546

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.4	3.8	1.9	83.0	0.0	88.7	11.3			
Supporting Services	16.0	16.0	12.0	52.0	4.0	76.0	24.0	160	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 16.2

Grades 1 to 3 = 19.5 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	45.3	41.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.247
Principal Intern		Special Education	6.373
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	25.500	**Instructional Support Total**	10.620
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.748
Instrumental Music	0.400	**Other Support Total**	3.748
Preschool			
Special Education:		Building Services	
Classroom	7.300	Manager	
Resource Program		Leader	1.000
Teachers Total	44.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.375
Other Professional Total	4.200		
Total Professional	50.700	**Total Supporting Services**	19.243

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.5	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	21	6	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
538	538	544	552	546	533	517	528

School Personnel Costs

Professional Salaries	$3,972,783
Supporting Services Salaries	$722,151
Employee Benefits	$1,146,895
Total Allocated Cost	**$5,841,829**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Great Seneca Creek Elementary School - #340

Principal: Mr. Scott T. Curry | 13010 Dairymaid Drive Germantown, MD 20874 | Office Phone: (301) 353-8500
Director: Mr. Gregory S. Edmundson | Fax Number: (301) 515-3044
School Hours: 9:00 - 3:25 | www.montgomeryschoolsmd.org/schools/greatsenecacreekes/ | Cluster Name: Northwest
Feeder Schools: | Receiving Schools: Kingsview, Clemente

2015–2016 Enrollment = 698													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**12.3**	**29.7**	**26.2**	**≤5.0**	**26.1**	**5.4**	Pre-K	0	0.0
ESOL	**13.3**	5.4	7.9	≤5.0	≤5.0	≤5.0	8.7	≤5.0	≤5.0	≤5.0	Full-Day K	102	14.6
FARMS	**38.1**	19.6	18.5	≤5.0	≤5.0	16.2	13.5	≤5.0	≤5.0	≤5.0	Grade 1	105	15.0
SPED	**10.6**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	111	15.9
											Grade 3	114	16.3
											Grade 4	123	17.6
											Grade 5	143	20.5
											Total	698	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.7	16.2	8.1

Other Participation	
Students now or have in the past received FARMS[2] = 45.8%	Attendance Rate[2] [3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.8%	Suspension Rate[2] [3] [4] = ≤3.0%

School Programs
Elementary Home School Model
Emotional Disabilities
Focused Academic Support - Local Funds
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Great Seneca Creek Elementary School - #340

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	5.1	3.4	86.4	0.0	86.4	13.6			
Supporting Services	29.6	11.1	14.8	40.7	0.0	81.5	18.5	169	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 20.3 Grades 4 to 5 = 27.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	33.9	49.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.623
Principal Intern		Special Education	9.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	27.700	**Instructional Support Total**	13.122
Staff Development	1.000		
ESOL	1.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.185
Instrumental Music	0.300	**Other Support Total**	4.185
Preschool			
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.374
Other Professional Total	2.900		
Total Professional	54.300	**Total Supporting Services**	23.681

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	13.7	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	4	0	0	6	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
551	551	647	625	618	611	614	617

School Personnel Costs

Professional Salaries	$4,385,924
Supporting Services Salaries	$928,274
Employee Benefits	$1,330,495
Total Allocated Cost	**$6,644,693**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Greencastle Elementary School - #334

Principal: Dr. Ayesha M. McArthur Moore
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

13611 Robey Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/greencastlees/

Office Phone: (301) 595-2940
Fax Number: (301) 902-1222
Cluster Name: Northeast Consortium
Receiving Schools: Banneker

2015–2016 Enrollment = 759

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**7.4**	**69.0**	**19.4**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	67	8.8
ESOL	**15.4**	6.1	9.4	≤5.0	≤5.0	5.8	6.5	≤5.0	≤5.0	≤5.0	Full-Day K	108	14.2
FARMS	**64.8**	29.4	35.4	≤5.0	≤5.0	45.5	15.2	≤5.0	≤5.0	≤5.0	Grade 1	104	13.7
SPED	**10.0**	≤5.0	7.2	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	121	15.9
											Grade 3	127	16.7
											Grade 4	116	15.3
											Grade 5	116	15.3
											Total	759	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.4	10.5	21.1

Other Participation

Students now or have in the past received FARMS[2] = 72.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 26.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Focused Academic Support - Local Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Classic

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Greencastle Elementary School - #334

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	25.4	4.5	61.2	3.0	82.1	17.9			
Supporting Services	8.3	41.7	20.8	29.2	0.0	75.0	25.0	189	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 19.6 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
37.3	29.9	32.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.562
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	34.200	**Instructional Support Total**	11.687
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.187
Instrumental Music	0.400	**Other Support Total**	4.187
Preschool	1.000		
Special Education:		Building Services	
Classroom	10.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	60.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.875
Other Professional Total	3.700		
Total Professional	66.000	**Total Supporting Services**	23.249

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	18.9	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	19	5	2	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
604	747	781	772	755	736	740	738

School Personnel Costs

Professional Salaries	$4,720,567
Supporting Services Salaries	$884,168
Employee Benefits	$1,341,370
Total Allocated Cost	**$6,946,105**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Greenwood Elementary School - #512

Principal: Mrs. Cheryl A. Bunyan
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

3336 Gold Mine Road Brookeville, MD 20833

www.montgomeryschoolsmd.org/schools/greenwoodes/

Office Phone: (301) 924-3145
Fax Number: (301) 924-3296
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2015–2016 Enrollment = 477													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**9.4**	**7.5**	**10.3**	**≤5.0**	**65.4**	**7.3**	Pre-K	0	0.0
ESOL	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	68	14.3
FARMS	**8.8**	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	65	13.6
SPED	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	77	16.1
											Grade 3	89	18.7
											Grade 4	96	20.1
											Grade 5	82	17.2
											Total	477	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 10.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] = --

School Programs
Computer Technology Program
Elementary Home School Model
Gifted and Talented/Learning Disabled
Language Disabilities (Prekindergarten)
Vision

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Greenwood Elementary School - #512

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	11.4	2.9	77.1	2.9	91.4	8.6			
Supporting Services	15.4	0.0	23.1	61.5	0.0	84.6	15.4	108	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.3

Average Class Size Kindergarten = 22.7

Grades 1 to 3 = 23.3 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.6	45.7	45.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	17.800	**Instructional Support Total**	3.000
Staff Development	1.000		
ESOL	0.400	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.500
Instrumental Music	0.400	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.688
Other Professional Total	2.500		
Total Professional	33.300	**Total Supporting Services**	11.188

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	22	3	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
585	585	455	429	410	404	408	410

School Personnel Costs

Professional Salaries	$2,678,293
Supporting Services Salaries	$491,486
Employee Benefits	$798,287
Total Allocated Cost	**$3,968,066**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Harmony Hills Elementary School - #797

Principal: Dr. Carole E. Rawlison | 13407 Lydia Street Silver Spring, MD 20906 | Office Phone: (301) 929-2157
Director: Mrs. Cheryl L. Smith | | Fax Number: (301) 962-5976
School Hours: 9:25 - 3:50 | www.montgomeryschoolsmd.org/schools/harmonyhillses/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 743													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**5.2**	**16.2**	**74.3**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	59	7.9
ESOL	**51.5**	23.3	28.3	≤5.0	≤5.0	≤5.0	44.5	≤5.0	≤5.0	≤5.0	Full-Day K	92	12.4
FARMS	**87.3**	42.7	44.7	≤5.0	≤5.0	12.0	69.2	≤5.0	≤5.0	≤5.0	Grade 1	142	19.1
SPED	**9.7**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 2	111	14.9
											Grade 3	132	17.8
											Grade 4	113	15.2
											Grade 5	94	12.7
											Total	743	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 91.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.4%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Harmony Hills Elementary School - #797

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.0	17.8	19.2	52.1	0.0	90.4	9.6			
Supporting Services	13.8	24.1	31.0	27.6	3.4	93.1	6.9	208	98.1	1.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 15.8

Grades 1 to 3 = 19.0 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.9	49.3	28.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.870
Principal Intern		Special Education	6.187
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	34.300	**Instructional Support Total**	13.432
Staff Development	1.000		
ESOL	7.900	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	0.500
Music	1.500	Lunch Hour Aide	2.246
Instrumental Music	0.400	**Other Support Total**	4.746
Preschool	2.000		
Special Education:		Building Services	
Classroom	10.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	67.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.999
Other Professional Total	3.900		
Total Professional	73.000	**Total Supporting Services**	25.177

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1999	10.2	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
41	25	6	2	0	8	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
709	709	754	751	730	735	709	732

School Personnel Costs

Professional Salaries	$5,233,133
Supporting Services Salaries	$1,004,445
Employee Benefits	$1,514,835
Total Allocated Cost	**$7,752,413**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Highland Elementary School - #774

Principal: Mr. Scott R. Steffan
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

3100 Medway Street Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/highlandes/

Office Phone: (301) 929-2040
Fax Number: (301) 929-2042
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo, Newport Mill

2015–2016 Enrollment = 558													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**≤5.0**	**14.3**	**71.3**	**≤5.0**	**5.9**	**≤5.0**	Pre-K	55	9.9
ESOL	**52.9**	23.3	29.6	≤5.0	≤5.0	≤5.0	47.1	≤5.0	≤5.0	≤5.0	Full-Day K	105	18.8
FARMS	**79.4**	35.3	44.1	≤5.0	≤5.0	11.3	63.1	≤5.0	≤5.0	≤5.0	Grade 1	86	15.4
SPED	**10.8**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	8.4	≤5.0	≤5.0	≤5.0	Grade 2	85	15.2
											Grade 3	86	15.4
											Grade 4	77	13.8
											Grade 5	64	11.5
											Total	558	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 83.0%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.8%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
MMFA (Maryland Meals for Achievement)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Highland Elementary School - #774

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.4	3.1	9.4	76.6	1.6	92.2	7.8			
Supporting Services	16.7	16.7	25.0	41.7	0.0	83.3	16.7	158	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.8

Average Class Size Kindergarten = 17.5

Grades 1 to 3 = 17.2 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.3	42.2	37.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.998
Principal Intern		Special Education	8.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	7.000	Instructional Data Assistant	0.500
Classroom	26.600	**Instructional Support Total**	12.497
Staff Development	1.000		
ESOL	7.500	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	1.000
Music	1.100	Lunch Hour Aide	1.621
Instrumental Music	0.200	**Other Support Total**	4.621
Preschool	2.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	56.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.687
Other Professional Total	3.700		
Total Professional	61.800	**Total Supporting Services**	23.805

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1989	11.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	17	7	2	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
517	517	601	609	609	610	613	597

School Personnel Costs

Professional Salaries	$4,767,047
Supporting Services Salaries	$982,040
Employee Benefits	$1,360,308
Total Allocated Cost	**$7,109,395**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Highland View Elementary School - #784

Principal: Miss Anne M. Dardarian
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

9010 Providence Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/highlandviewes/

Office Phone: (301) 650-6426
Fax Number: (301) 650-6506
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2015–2016 Enrollment = 408

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**≤5.0**	**24.8**	**32.6**	**≤5.0**	**35.3**	**≤5.0**	Pre-K	0	0.0
ESOL	**34.8**	13.2	21.6	≤5.0	≤5.0	10.8	20.6	≤5.0	≤5.0	≤5.0	Full-Day K	70	17.2
FARMS	**48.0**	22.1	26.0	≤5.0	≤5.0	16.4	28.9	≤5.0	≤5.0	≤5.0	Grade 1	67	16.4
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	76	18.6
											Grade 3	76	18.6
											Grade 4	65	15.9
											Grade 5	54	13.2
											Total	408	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 53.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support - Local Funds
Maryland Green School
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Highland View Elementary School - #784

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.7	12.8	5.1	74.4	0.0	92.3	7.7			
Supporting Services	0.0	35.7	14.3	50.0	0.0	64.3	35.7	127	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 17.5

Grades 1 to 3 = 20.1 Grades 4 to 5 = 19.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.9	28.2	53.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	19.300	**Instructional Support Total**	3.375
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.374
Instrumental Music	0.300	**Other Support Total**	3.374
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	2.000		
Spec Ed Related Services	0.500	Food Services	0.750
Other Professional Total	3.500		
Total Professional	39.100	**Total Supporting Services**	11.999

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1994	6.6	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	11	5	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
298	298	415	419	413	409	409	410

School Personnel Costs

Professional Salaries	$3,094,110
Supporting Services Salaries	$494,045
Employee Benefits	$869,878
Total Allocated Cost	**$4,458,033**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Jackson Road Elementary School - #305

Principal: Mrs. Sally A. Macias
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

900 Jackson Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/jacksonroades/

Office Phone: (301) 989-5650
Fax Number: (301) 879-1054
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2015–2016 Enrollment = 691													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**9.1**	**53.1**	**32.6**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	103	14.9
ESOL	**28.2**	11.7	16.5	≤5.0	≤5.0	10.0	14.5	≤5.0	≤5.0	≤5.0	Full-Day K	105	15.2
FARMS	**78.4**	36.9	41.5	≤5.0	≤5.0	42.3	30.2	≤5.0	≤5.0	≤5.0	Grade 1	108	15.6
SPED	**13.5**	≤5.0	8.8	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	104	15.1
											Grade 3	79	11.4
											Grade 4	97	14.0
											Grade 5	95	13.7
											Total	691	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.4	≤5.0	35.5

Other Participation	
Students now or have in the past received FARMS[2] = 81.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.8%	Suspension Rate[2] [3] [4] = ≤3.0%

School Programs
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Jackson Road Elementary School - #305

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	15.5	5.6	71.8	1.4	94.4	5.6			
Supporting Services	10.7	28.6	25.0	32.1	3.6	82.1	17.9	179	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 16.8

Grades 1 to 3 = 16.7 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.5	50.7	26.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	32.400	**Instructional Support Total**	12.750
Staff Development	1.000		
ESOL	4.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	57.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.800	Food Services	1.875
Other Professional Total	5.800		
Total Professional	65.200	**Total Supporting Services**	23.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1959	1995	8.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	26	5	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
709	709	690	690	715	706	697	692

School Personnel Costs

Professional Salaries	$4,679,985
Supporting Services Salaries	$888,081
Employee Benefits	$1,478,200
Total Allocated Cost	**$7,046,266**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Jones Lane Elementary School - #360

Principal: Mrs. Carole A. Sample
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

15110 Jones Lane Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/joneslanees/

Office Phone: (301) 840-8160
Fax Number: (301) 840-8162
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2015–2016 Enrollment = 466

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**9.7**	**12.7**	**24.2**	**≤5.0**	**47.0**	**6.0**	Pre-K	0	0.0
ESOL	**17.4**	8.4	9.0	≤5.0	≤5.0	≤5.0	12.2	≤5.0	≤5.0	≤5.0	Full-Day K	81	17.4
FARMS	**27.7**	13.7	13.9	≤5.0	≤5.0	6.4	17.8	≤5.0	≤5.0	≤5.0	Grade 1	74	15.9
SPED	**14.6**	≤5.0	10.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤5.0	Grade 2	73	15.7
											Grade 3	77	16.5
											Grade 4	80	17.2
											Grade 5	81	17.4
											Total	466	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	41.2	≤5.0	55.9

Other Participation

Students now or have in the past received FARMS[2] = 30.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (K–2)
Elementary Learning Center
Positive Behavioral Interventions and Supports (PBIS)
The Elementary Learning Center (checked above) is now called the Autism El

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Jones Lane Elementary School - #360

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.6	9.3	4.7	74.4	0.0	83.7	16.3			
Supporting Services	12.5	16.7	16.7	54.2	0.0	87.5	12.5	123	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 23.0 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	27.9	53.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.124
Principal Intern		Special Education	11.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	16.600	**Instructional Support Total**	13.874
Staff Development	1.000		
ESOL	1.500	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.249
Instrumental Music	0.300	**Other Support Total**	3.249
Preschool			
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	1.125
Other Professional Total	3.900		
Total Professional	41.400	**Total Supporting Services**	21.748

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	12.1	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
441	441	472	462	458	459	459	445

School Personnel Costs

Professional Salaries	$3,336,177
Supporting Services Salaries	$882,830
Employee Benefits	$1,075,053
Total Allocated Cost	**$5,294,060**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Kemp Mill Elementary School - #805

Principal: Dr. Bernard X. James
Director: Mr. Michael D. Bayewitz
School Hours: 9:25 - 3:50
Feeder Schools:

411 Sisson Street Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/kempmilles/

Office Phone: (301) 649-8046
Fax Number: (301) 649-8216
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2015–2016 Enrollment = 530													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.9**	**49.1**	**≤5.0**	**≤5.0**	**17.2**	**72.3**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	57	10.8
ESOL	**51.9**	26.0	25.8	≤5.0	≤5.0	≤5.0	46.0	≤5.0	≤5.0	≤5.0	Full-Day K	83	15.7
FARMS	**77.2**	38.3	38.9	≤5.0	≤5.0	12.5	60.9	≤5.0	≤5.0	≤5.0	Grade 1	89	16.8
SPED	**8.9**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 2	91	17.2
											Grade 3	87	16.4
											Grade 4	58	10.9
											Grade 5	65	12.3
											Total	530	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.6	6.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 85.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.5%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Dual Language
Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
Math Enhanced Program
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Reading/Language Arts Program
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Kemp Mill Elementary School - #805

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	21.1	21.1	52.6	1.8	87.7	12.3			
Supporting Services	0.0	20.0	50.0	25.0	5.0	85.0	15.0	147	98.6	1.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 16.6

Grades 1 to 3 = 19.1 Grades 4 to 5 = 20.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.6	40.4	35.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	24.200	**Instructional Support Total**	8.125
Staff Development	1.000		
ESOL	6.200	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	0.750
Music	1.100	Lunch Hour Aide	1.250
Instrumental Music	0.200	**Other Support Total**	4.000
Preschool	2.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.625
Other Professional Total	2.900		
Total Professional	54.300	**Total Supporting Services**	17.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1996	10.0	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	15	5	2	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
458	458	546	570	570	565	557	559

School Personnel Costs

Professional Salaries	$4,025,913
Supporting Services Salaries	$731,016
Employee Benefits	$1,146,260
Total Allocated Cost	**$5,903,189**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

4710 Saul Road Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/parkwoodes/

Office Phone: (301) 571-6949
Fax Number: (301) 571-6953
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2015–2016 Enrollment = 644													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**5.3**	**≤5.0**	**10.6**	**≤5.0**	**70.8**	**8.5**	Pre-K	0	0.0
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	105	16.3
FARMS	**5.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	100	15.5
SPED	**11.8**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.9	≤5.0	Grade 2	117	18.2
											Grade 3	107	16.6
											Grade 4	112	17.4
											Grade 5	103	16.0
											Total	644	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 7.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] = --

School Programs
Arts Integration Model School
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Kensington Parkwood Elementary School - #783

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	2.3	6.8	88.6	0.0	88.6	11.4			
Supporting Services	0.0	19.0	14.3	66.7	0.0	61.9	38.1	140	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size Kindergarten = 20.8

Grades 1 to 3 = 25.1 Grades 4 to 5 = 27.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	38.6	40.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.374
Principal Intern		Special Education	3.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	4.000	Instructional Data Assistant	1.000
Classroom	23.000	**Instructional Support Total**	7.999
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.874
Instrumental Music	0.300	**Other Support Total**	3.874
Preschool			
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.000
Other Professional Total	3.200		
Total Professional	41.800	**Total Supporting Services**	17.873

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2006	9.9	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	15	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
472	746	664	672	685	688	706	715

School Personnel Costs

Professional Salaries	$3,299,141
Supporting Services Salaries	$685,288
Employee Benefits	$1,054,056
Total Allocated Cost	**$5,038,485**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Lake Seneca Elementary School - #108

Principal: Ms. Teri D. Johnson
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

13600 Wanegarden Drive Germantown, MD 20874

www.montgomeryschoolsmd.org/schools/lakesenecaes/

Office Phone: (301) 353-0929
Fax Number: (301) 353-0932
Cluster Name: Seneca Valley
Receiving Schools: King

2015–2016 Enrollment = 502

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**6.6**	**38.4**	**31.9**	**≤5.0**	**17.3**	**5.8**	Pre-K	90	17.9
ESOL	**21.7**	9.4	12.4	≤5.0	≤5.0	≤5.0	14.3	≤5.0	≤5.0	≤5.0	Full-Day K	62	12.4
FARMS	**55.6**	27.7	27.9	≤5.0	≤5.0	25.3	22.1	≤5.0	≤5.0	≤5.0	Grade 1	74	14.7
SPED	**18.7**	6.0	12.7	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	84	16.7
											Grade 3	65	12.9
											Grade 4	67	13.3
											Grade 5	60	12.0
											Total	502	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.4	5.3	37.2

Other Participation

Students now or have in the past received FARMS[2] = 63.9%
Attendance Rate[2] [3] = 95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 21.1%
Suspension Rate[2] [3] [4] = --

School Programs

Beginnings
Focused Academic Support - Local Funds
PEP Collaboration
PEP PILOT
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Lake Seneca Elementary School - #108

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	11.1	5.6	81.5	0.0	88.9	11.1			
Supporting Services	12.0	20.0	8.0	60.0	0.0	88.0	12.0	136	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 15.5

Grades 1 to 3 = 18.8 Grades 4 to 5 = 21.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	37.0	44.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	5.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	21.000	**Instructional Support Total**	10.250
Staff Development	1.000		
ESOL	1.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.625
Instrumental Music	0.200	**Other Support Total**	3.625
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	3.200	Food Services	1.625
Other Professional Total	5.200		
Total Professional	47.700	**Total Supporting Services**	19.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	9.4	Y	N	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	13	4	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
415	415	516	523	528	518	514	528

School Personnel Costs

Professional Salaries	$3,769,034
Supporting Services Salaries	$770,129
Employee Benefits	$1,198,537
Total Allocated Cost	**$5,737,700**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Lakewood Elementary School - #209

Principal: Ms. Robin L. Malcotti
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

2534 Lindley Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/lakewoodes/

Office Phone: (301) 279-8465
Fax Number: (301) 279-8596
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2015–2016 Enrollment = 543

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.1**	**47.9**	**≤5.0**	**45.1**	**10.5**	**7.2**	**≤5.0**	**30.8**	**6.1**	Pre-K	0	0.0
ESOL	**10.9**	≤5.0	5.9	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	68	12.5
FARMS	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	80	14.7
SPED	**9.6**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	17.1
											Grade 3	107	19.7
											Grade 4	104	19.2
											Grade 5	91	16.8
											Total	543	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.8	5.8	38.5

Other Participation

Students now or have in the past received FARMS[2] = 10.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Compacted 4/5 Math
Compacted 5/6 Math
Learning for Independence (K–5)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Lakewood Elementary School - #209

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	2.6	5.3	86.8	0.0	94.7	5.3			
Supporting Services	23.8	19.0	14.3	42.9	0.0	71.4	28.6	124	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 24.3 Grades 4 to 5 = 27.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	28.9	60.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	20.000	**Instructional Support Total**	6.750
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.624
Instrumental Music	0.300	**Other Support Total**	4.624
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.125
Other Professional Total	2.800		
Total Professional	37.500	**Total Supporting Services**	17.499

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2003	13.1	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	20	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
556	556	518	491	464	452	449	459

School Personnel Costs

Professional Salaries	$3,158,831
Supporting Services Salaries	$728,461
Employee Benefits	$1,006,658
Total Allocated Cost	**$4,893,950**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Laytonsville Elementary School - # 51

Principal: Mrs. Donna M. Sagona
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

21401 Laytonsville Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/laytonsvillees/

Office Phone: (301) 840-7145
Fax Number: (301) 840-7147
Cluster Name: Damascus, Gaithersburg
Receiving Schools: Baker, Gaithersburg MS

2015–2016 Enrollment = 412

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.2**	**55.8**	**≤5.0**	**7.5**	**15.5**	**18.0**	**≤5.0**	**52.2**	**6.3**	Pre-K	0	0.0
ESOL	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	72	17.5
FARMS	**18.7**	7.5	11.2	≤5.0	≤5.0	7.5	6.6	≤5.0	≤5.0	≤5.0	Grade 1	63	15.3
SPED	**15.5**	5.1	10.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0	Grade 2	68	16.5
											Grade 3	73	17.7
											Grade 4	62	15.0
											Grade 5	74	18.0
											Total	412	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.1	≤5.0	32.8

Other Participation

Students now or have in the past received FARMS[2] = 21.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Laytonsville Elementary School - # 51

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	5.3	5.3	89.5	0.0	92.1	7.9			
Supporting Services	8.3	12.5	8.3	70.8	0.0	83.3	16.7	107	92.5	7.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 23.3

Grades 1 to 3 = 21.1 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.9	42.1	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.874
Principal Intern		Special Education	7.744
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	16.900	**Instructional Support Total**	9.618
Staff Development	1.000		
ESOL	0.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.373
Instrumental Music	0.300	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	9.200	Manager	1.000
Resource Program		Leader	
Teachers Total	33.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.000
Other Professional Total	3.200		
Total Professional	38.800	**Total Supporting Services**	17.991

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1989	10.4	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	15	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
448	448	401	408	405	407	411	410

School Personnel Costs

Professional Salaries	$3,197,132
Supporting Services Salaries	$706,685
Employee Benefits	$947,370
Total Allocated Cost	**$4,851,187**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

JoAnn Leleck Elementary School at Broad Acres - #304

Principal: Mrs. Cindy Chichester-Ollivierre
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

710 Beacon Road Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/broadacreses/

Office Phone: (301) 431-7616
Fax Number: (301) 431-7691
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2015–2016 Enrollment = 822

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**≤5.0**	**13.3**	**82.2**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	103	12.5
ESOL	**65.8**	30.9	34.9	≤5.0	≤5.0	5.4	58.4	≤5.0	≤5.0	≤5.0	Full-Day K	119	14.5
FARMS	**94.2**	46.4	47.8	≤5.0	≤5.0	11.6	79.1	≤5.0	≤5.0	≤5.0	Grade 1	134	16.3
SPED	**7.8**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Grade 2	114	13.9
											Grade 3	126	15.3
											Grade 4	131	15.9
											Grade 5	95	11.6
											Total	822	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.4	25.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≥95.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.4%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

JoAnn Leleck Elementary School at Broad Acres - #304

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	19.8	11.1	67.9	1.2	90.1	9.9			
Supporting Services	13.8	31.0	24.1	27.6	0.0	89.7	10.3	232	97.4	2.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 19.4 Grades 4 to 5 = 20.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	44.4	42.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.999
Principal Intern		Special Education	9.561
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	37.100	**Instructional Support Total**	16.935
Staff Development	1.000		
ESOL	11.300	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	0.750
Music	1.600	Lunch Hour Aide	2.248
Instrumental Music	0.400	**Other Support Total**	4.998
Preschool	3.500		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	71.000	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	2.000
Other Professional Total	3.900		
Total Professional	76.900	**Total Supporting Services**	29.433

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1974	6.2	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	24	6	3	1	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
715	715	832	814	800	797	778	777

School Personnel Costs

Professional Salaries	$6,126,032
Supporting Services Salaries	$1,181,969
Employee Benefits	$1,812,187
Total Allocated Cost	**$9,120,188**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Little Bennett Elementary School - #336

Principal: Mr. Shawn D. Miller
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

23930 Burdette Forest Road Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/littlebennettes/

Office Phone: (301) 540-5535
Fax Number: (301) 540-5792
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2015–2016 Enrollment = 643

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.8**	**50.2**	**≤5.0**	**30.6**	**18.2**	**11.5**	**≤5.0**	**30.3**	**9.2**	Pre-K	0	0.0
ESOL	**10.1**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	99	15.4
FARMS	**15.7**	6.5	9.2	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	105	16.3
SPED	**8.2**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	103	16.0
											Grade 3	125	19.4
											Grade 4	94	14.6
											Grade 5	117	18.2
											Total	643	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.3	5.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 20.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Little Bennett Elementary School - #336

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.8	0.0	4.5	86.4	2.3	88.6	11.4			
Supporting Services	10.0	20.0	0.0	70.0	0.0	75.0	25.0	156	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.6

Average Class Size Kindergarten = 24.8

Grades 1 to 3 = 25.9 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.5	31.8	63.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	5.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	23.000	**Instructional Support Total**	7.375
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.875
Instrumental Music	0.400	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	9.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.312
Other Professional Total	2.800		
Total Professional	47.000	**Total Supporting Services**	17.062

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	4.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	25	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
676	676	626	636	619	616	613	612

School Personnel Costs

Professional Salaries	$4,174,337
Supporting Services Salaries	$695,205
Employee Benefits	$1,144,587
Total Allocated Cost	**$6,014,129**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Luxmanor Elementary School - #220

Principal: Mr. Lee Meiners, Acting
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

6201 Tilden Lane Rockville, MD 20852

www.montgomeryschoolsmd.org/schools/luxmanores/

Office Phone: (301) 230-5914
Fax Number: (301) 230-5917
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2015–2016 Enrollment = 429													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**24.0**	**11.0**	**18.6**	**≤5.0**	**38.9**	**7.2**	Pre-K	12	2.8
ESOL	**23.5**	10.7	12.8	≤5.0	9.3	≤5.0	8.6	≤5.0	≤5.0	≤5.0	Full-Day K	61	14.2
FARMS	**17.0**	8.9	8.2	≤5.0	≤5.0	≤5.0	8.9	≤5.0	≤5.0	≤5.0	Grade 1	76	17.7
SPED	**11.2**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	59	13.8
											Grade 3	71	16.6
											Grade 4	67	15.6
											Grade 5	83	19.3
											Total	429	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.8	≤5.0	29.2

Other Participation	
Students now or have in the past received FARMS[2] = 19.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.7%	Suspension Rate[2] [3] [4] = --

School Programs
Preschool Education Program (PEP) Inc.
Resource (K–5)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Luxmanor Elementary School - #220

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	0.0	2.6	92.3	0.0	84.6	15.4			
Supporting Services	19.0	19.0	23.8	38.1	0.0	81.0	19.0	112	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 21.7

Grades 1 to 3 = 22.9 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	38.5	51.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	3.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.900	**Instructional Support Total**	5.999
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.497
Instrumental Music	0.300	**Other Support Total**	3.497
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.000
Other Professional Total	3.500		
Total Professional	35.100	**Total Supporting Services**	13.996

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	6.5	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	15	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
429	745	442	457	472	500	512	542

School Personnel Costs

Professional Salaries	$2,882,987
Supporting Services Salaries	$562,352
Employee Benefits	$912,477
Total Allocated Cost	**$4,357,816**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Thurgood Marshall Elementary School - #244

Principal: Mrs. Pamela S. Nazzaro
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

12260 McDonald Chapel Drive Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/thurgoodmarshalles/

Office Phone: (301) 670-8282
Fax Number: (301) 670-8256
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2015–2016 Enrollment = 664

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**18.2**	**16.3**	**28.5**	**≤5.0**	**31.9**	**≤5.0**	Pre-K	76	11.4
ESOL	**14.9**	7.1	7.8	≤5.0	≤5.0	≤5.0	10.7	≤5.0	≤5.0	≤5.0	Full-Day K	103	15.5
FARMS	**31.2**	14.5	16.7	≤5.0	≤5.0	10.7	17.0	≤5.0	≤5.0	≤5.0	Grade 1	100	15.1
SPED	**14.6**	≤5.0	10.5	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Grade 2	121	18.2
											Grade 3	93	14.0
											Grade 4	85	12.8
											Grade 5	86	13.0
											Total	664	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.4	≤5.0	51.5

Other Participation

Students now or have in the past received FARMS[2] = 36.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Thurgood Marshall Elementary School - #244

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	5.9	7.8	76.5	2.0	92.2	7.8			
Supporting Services	28.6	9.5	4.8	57.1	0.0	85.7	14.3	139	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.6

Average Class Size Kindergarten = 27.0

Grades 1 to 3 = 24.2 Grades 4 to 5 = 29.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	39.2	51.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	21.000	**Instructional Support Total**	7.750
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	2.125
Instrumental Music	0.300	**Other Support Total**	4.125
Preschool			
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	48.300	**Total Supporting Services**	17.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1993	--	12.0	Y	Y	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	16	4	0	0	4	8

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
535	535	659	670	680	657	658	653

School Personnel Costs

Professional Salaries	$4,064,431
Supporting Services Salaries	$707,995
Employee Benefits	$1,221,987
Total Allocated Cost	**$5,994,413**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Maryvale Elementary School - #210

Principal: Dr. Carl Baskerville, Acting
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

1000 First Street Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/maryvalees/

Office Phone: (301) 279-4990
Fax Number: (301) 279-4993
Cluster Name: Rockville
Receiving Schools: Wood

2015–2016 Enrollment = 620													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.9**	**46.1**	**≤5.0**	**9.7**	**26.5**	**31.1**	**≤5.0**	**25.2**	**7.3**	Pre-K	85	13.7
ESOL	**25.3**	12.6	12.7	≤5.0	≤5.0	≤5.0	16.3	≤5.0	≤5.0	≤5.0	Full-Day K	92	14.8
FARMS	**41.9**	22.4	19.5	≤5.0	≤5.0	15.5	20.6	≤5.0	≤5.0	≤5.0	Grade 1	100	16.1
SPED	**7.9**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	15.0
											Grade 3	91	14.7
											Grade 4	84	13.5
											Grade 5	75	12.1
											Total	620	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.4	≤5.0	26.5

Other Participation	
Students now or have in the past received FARMS[2] = 48.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.6%	Suspension Rate[2] [3] [4] = ≤3.0%

School Programs
Focused Academic Support - Local Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
Resource
Total French Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Maryvale Elementary School - #210

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	19.3	1.8	75.4	0.0	87.7	12.3			
Supporting Services	17.6	11.8	29.4	41.2	0.0	91.2	8.8	155	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 21.7 Grades 4 to 5 = 19.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.1	47.4	31.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	2.000	Paraeducators	
Assistant Principal	1.000	Regular	4.325
Principal Intern		Special Education	11.066
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	25.600	**Instructional Support Total**	16.391
Staff Development	1.000		
ESOL	3.100	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.675
Instrumental Music	0.300	**Other Support Total**	3.675
Preschool	2.200		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.750
Other Professional Total	3.300		
Total Professional	52.700	**Total Supporting Services**	27.816

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	17.7	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	21	4	3	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
626	778	641	650	653	654	648	646

School Personnel Costs

Professional Salaries	$4,006,299
Supporting Services Salaries	$1,116,089
Employee Benefits	$1,317,057
Total Allocated Cost	**$6,439,445**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Spark M. Matsunaga Elementary School - #523

Principal: Mrs. Judy K. Brubaker
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

13902 Bromfield Road Germantown, Maryland 20874
www.montgomeryschoolsmd.org/schools/matsunagaes/

Office Phone: (301) 601-4350
Fax Number: (301) 601-4358
Cluster Name: Northwest
Receiving Schools: Kingsview

2015–2016 Enrollment = 856													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**36.3**	**19.4**	**13.6**	**≤5.0**	**24.9**	**5.7**	Pre-K	0	0.0
ESOL	**11.3**	5.5	5.8	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	116	13.6
FARMS	**18.0**	9.2	8.8	≤5.0	≤5.0	7.2	6.7	≤5.0	≤5.0	≤5.0	Grade 1	108	12.6
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	149	17.4
											Grade 3	163	19.0
											Grade 4	154	18.0
											Grade 5	166	19.4
											Total	856	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 23.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.8%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Longview School

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Spark M. Matsunaga Elementary School - #523

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.8	3.4	3.4	75.9	1.7	87.9	12.1			
Supporting Services	14.8	25.9	3.7	55.6	0.0	77.8	22.2	190	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size Kindergarten = 23.4

Grades 1 to 3 = 24.8 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.6	31.0	60.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	6.000
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	30.400	**Instructional Support Total**	9.500
Staff Development	1.000		
ESOL	1.600	Other Support	
Reading/Literacy	1.400	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.937
Instrumental Music	0.600	**Other Support Total**	5.937
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.800	Worker	6.500
Other Professional		Plant Equipment Operator	
Counselor	2.000	**Building Services Total**	8.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.500
Other Professional Total	3.800		
Total Professional	57.600	**Total Supporting Services**	25.437

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2001	--	11.8	Y	Y	15

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	24	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
653	653	841	824	794	775	794	800

School Personnel Costs

Professional Salaries	$5,064,284
Supporting Services Salaries	$1,080,489
Employee Benefits	$1,520,751
Total Allocated Cost	**$7,665,524**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

S. Christa McAuliffe Elementary School - #110

Principal: Mrs. Wanda P. Coates
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

12500 Wisteria Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/mcauliffees/

Office Phone: (301) 353-0910
Fax Number: (301) 353-0923
Cluster Name: Seneca Valley
Receiving Schools: Clemente, King

2015–2016 Enrollment = 640

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.9**	**49.1**	**≤5.0**	**8.3**	**37.8**	**29.7**	**≤5.0**	**16.4**	**7.5**	Pre-K	20	3.1
ESOL	**21.7**	9.1	12.7	≤5.0	≤5.0	≤5.0	13.8	≤5.0	≤5.0	≤5.0	Full-Day K	118	18.4
FARMS	**49.1**	24.7	24.4	≤5.0	≤5.0	23.6	18.0	≤5.0	≤5.0	≤5.0	Grade 1	94	14.7
SPED	**9.5**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	101	15.8
											Grade 3	97	15.2
											Grade 4	99	15.5
											Grade 5	111	17.3
											Total	640	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.9	13.1	18.0

Other Participation

Students now or have in the past received FARMS[2] = 59.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support - Local Funds
Head Start
Learning and Academic Disabilities (2–5)
Learning and Academic Disabilities (K–5)
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

S. Christa McAuliffe Elementary School - #110

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	11.1	7.4	79.6	0.0	87.0	13.0			
Supporting Services	12.5	20.8	16.7	50.0	0.0	70.8	29.2	184	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 17.4 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	42.6	42.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.475
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	28.000	**Instructional Support Total**	8.100
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.874
Instrumental Music	0.300	**Other Support Total**	3.874
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.000	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.749
Other Professional Total	3.000		
Total Professional	50.000	**Total Supporting Services**	19.723

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	10.6	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	5	1	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
531	756	651	668	689	704	727	720

School Personnel Costs

Professional Salaries	$3,813,915
Supporting Services Salaries	$828,761
Employee Benefits	$1,218,042
Total Allocated Cost	**$5,860,718**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Ronald McNair Elementary School - #158

Principal: Mrs. Sherilyn (Sherry) R. Moses
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

13881 Hopkins Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/ronaldmcnaires/

Office Phone: (301) 353-0854
Fax Number: (301) 353-0964
Cluster Name: Northwest
Receiving Schools: Kingsview

2015–2016 Enrollment = 837

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**30.1**	**22.3**	**16.4**	**≤5.0**	**24.7**	**6.2**	Pre-K	18	2.2
ESOL	**17.8**	7.2	10.6	≤5.0	8.4	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Full-Day K	128	15.3
FARMS	**25.7**	12.7	13.0	≤5.0	≤5.0	10.6	9.0	≤5.0	≤5.0	≤5.0	Grade 1	137	16.4
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	146	17.4
											Grade 3	131	15.7
											Grade 4	144	17.2
											Grade 5	133	15.9
											Total	837	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 30.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Collaborative Problem Solving
Conflict Resolution
Counseling Programs/Groups
Debug
Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Safety Patrol
Stop and Think

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Ronald McNair Elementary School - #158

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	10.7	1.8	85.7	1.8	92.9	7.1			
Supporting Services	12.5	20.8	8.3	54.2	4.2	79.2	20.8	181	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size Kindergarten = 25.8

Grades 1 to 3 = 26.1 Grades 4 to 5 = 27.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.9	42.9	48.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.499
Principal Intern		Special Education	6.123
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	27.300	**Instructional Support Total**	9.997
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.560
Instrumental Music	0.400	**Other Support Total**	4.810
Preschool	0.500		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.375
Other Professional Total	3.000		
Total Professional	54.400	**Total Supporting Services**	21.682

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	20	5	1	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
623	623	828	818	821	808	807	805

School Personnel Costs

Professional Salaries	$4,420,419
Supporting Services Salaries	$872,637
Employee Benefits	$1,288,182
Total Allocated Cost	**$6,581,238**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Meadow Hall Elementary School - #212

Principal: Mr. Cabell W. Lloyd
Director: Mr. Pat D. Abrunzo
School Hours: 9:00 - 3:25
Feeder Schools:

951 Twinbrook Parkway Rockville, MD 20851

www.montgomeryschoolsmd.org/schools/meadowhalles/

Office Phone: (301) 279-4988
Fax Number: (301) 517-5887
Cluster Name: Rockville
Receiving Schools: Wood

2015–2016 Enrollment = 462

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.0**	**55.0**	**≤5.0**	**10.0**	**11.5**	**53.5**	**≤5.0**	**21.0**	**≤5.0**	Pre-K	0	0.0
ESOL	**23.2**	8.9	14.3	≤5.0	≤5.0	≤5.0	19.9	≤5.0	≤5.0	≤5.0	Full-Day K	97	21.0
FARMS	**53.5**	25.1	28.4	≤5.0	≤5.0	8.4	38.7	≤5.0	≤5.0	≤5.0	Grade 1	69	14.9
SPED	**18.6**	≤5.0	14.3	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	Grade 2	80	17.3
											Grade 3	72	15.6
											Grade 4	78	16.9
											Grade 5	66	14.3
											Total	462	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	20.9	29.1

Other Participation

Students now or have in the past received FARMS[2] = 61.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Focused Academic Support - Local Funds
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Meadow Hall Elementary School - #212

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	2.1	6.3	85.4	4.2	79.2	20.8			
Supporting Services	0.0	11.1	14.8	74.1	0.0	88.9	11.1	141	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 16.4

Grades 1 to 3 = 19.4 Grades 4 to 5 = 19.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	52.1	29.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.186
Principal Intern		Special Education	10.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	19.900	**Instructional Support Total**	13.811
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.312
Instrumental Music	0.300	**Other Support Total**	3.312
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.125
Other Professional Total	3.300		
Total Professional	44.600	**Total Supporting Services**	22.248

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1994	8.4	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	11	3	0	0	5	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
353	353	484	479	483	477	483	459

School Personnel Costs

Professional Salaries	$3,340,771
Supporting Services Salaries	$926,738
Employee Benefits	$1,163,672
Total Allocated Cost	**$5,431,181**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Mill Creek Towne Elementary School - #556

Principal: Ms. Natasha Bolden
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

17700 Park Mill Drive Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/mctes/

Office Phone: (301) 840-7149
Fax Number: (301) 670-2245
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2015–2016 Enrollment = 374													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.4**	**55.6**	**≤5.0**	**10.2**	**12.8**	**44.4**	**≤5.0**	**27.0**	**5.1**	Pre-K	19	5.1
ESOL	**31.8**	12.0	19.8	≤5.0	≤5.0	≤5.0	24.9	≤5.0	≤5.0	≤5.0	Full-Day K	54	14.4
FARMS	**50.3**	22.2	28.1	≤5.0	≤5.0	8.0	35.0	≤5.0	≤5.0	≤5.0	Grade 1	61	16.3
SPED	**22.5**	6.4	16.0	≤5.0	≤5.0	≤5.0	11.5	≤5.0	≤5.0	≤5.0	Grade 2	59	15.8
											Grade 3	56	15.0
											Grade 4	53	14.2
											Grade 5	72	19.3
											Total	374	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	34.5	≤5.0	60.7

Other Participation	
Students now or have in the past received FARMS[2] = 55.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.7%	Suspension Rate[2] [3] [4] = --

School Programs
Character Counts!
Collaborative Problem Solving (CPS)
Counseling Programs/Groups
Elementary Learning Center
Focused Academic Support - Local Funds
Language Disabilities (Prekindergarten)
Prekindergarten
Prekindergarten Language Class
Resource
Safety Patrol Program

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Mill Creek Towne Elementary School - #556

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.6	14.0	4.7	69.8	0.0	97.7	2.3			
Supporting Services	9.5	14.3	23.8	52.4	0.0	81.0	19.0	130	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 15.3

Grades 1 to 3 = 16.4 Grades 4 to 5 = 22.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	37.2	44.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.060
Principal Intern		Special Education	6.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.800	**Instructional Support Total**	9.435
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.800	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	32.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.125
Other Professional Total	4.900		
Total Professional	39.500	**Total Supporting Services**	18.435

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2000	8.4	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	10	5	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
336	336	373	373	367	365	358	359

School Personnel Costs

Professional Salaries	$3,102,329
Supporting Services Salaries	$763,250
Employee Benefits	$1,022,212
Total Allocated Cost	**$4,887,791**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Monocacy Elementary School - #652

Principal: Ms. Kristin A. Alban
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

18801 Barnesville Road Dickerson, MD 20842
www.montgomeryschoolsmd.org/schools/monocacyes/

Office Phone: (301) 972-7990
Fax Number: (301) 972-7995
Cluster Name: Poolesville
Receiving Schools: John Poole

2015–2016 Enrollment = 166													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**41.0**	**59.0**	**≤5.0**	**≤5.0**	**7.8**	**11.4**	**≤5.0**	**71.7**	**6.0**	Pre-K	0	0.0
ESOL	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	30	18.1
FARMS	**18.7**	7.8	10.8	≤5.0	≤5.0	5.4	≤5.0	≤5.0	7.8	≤5.0	Grade 1	24	14.5
SPED	**13.3**	≤5.0	9.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.4	≤5.0	Grade 2	23	13.9
											Grade 3	28	16.9
											Grade 4	29	17.5
											Grade 5	32	19.3
											Total	166	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 21.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Monocacy Elementary School - #652

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	89.5	10.5			
Supporting Services	10.0	10.0	10.0	70.0	0.0	90.0	10.0	42	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 29.0

Grades 1 to 3 = 25.0 Grades 4 to 5 = 30.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	26.3	63.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	1.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.500
Classroom	5.200	**Instructional Support Total**	3.124
Staff Development	0.500		
ESOL	0.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	0.200	Parent/Community Coord	
Music	0.300	Lunch Hour Aide	0.500
Instrumental Music	0.100	**Other Support Total**	2.000
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	12.400	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.900		
Total Professional	15.300	**Total Supporting Services**	8.124

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	27.0	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
13	8	3	0	0	1	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
219	219	167	162	158	159	160	155

School Personnel Costs

Professional Salaries	$1,426,201
Supporting Services Salaries	$364,163
Employee Benefits	$435,928
Total Allocated Cost	**$2,226,292**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Montgomery Knolls Elementary School - #776

Principal: Mr. Bertram B. Generlette
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

807 Daleview Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/knollses/

Office Phone: (301) 431-7667
Fax Number: (301) 431-7669
Cluster Name: Downcounty Consortium
Receiving Schools: Pine Crest

2015–2016 Enrollment = 474													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.2**	**56.8**	**≤5.0**	**6.3**	**24.3**	**51.1**	**≤5.0**	**16.2**	**≤5.0**	Pre-K	98	20.7
ESOL	**48.9**	22.4	26.6	≤5.0	≤5.0	9.5	37.3	≤5.0	≤5.0	≤5.0	Full-Day K	103	21.7
FARMS	**65.6**	29.5	36.1	≤5.0	≤5.0	18.4	43.2	≤5.0	≤5.0	≤5.0	Grade 1	141	29.7
SPED	**16.9**	≤5.0	12.9	≤5.0	≤5.0	6.1	8.0	≤5.0	≤5.0	≤5.0	Grade 2	132	27.8
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	474	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.5	≤5.0	32.5

Other Participation	
Students now or have in the past received FARMS[2] = 65.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.8%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (K–2)
Focused Academic Support - Local Funds
Head Start
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Montgomery Knolls Elementary School - #776

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	19.6	1.8	69.6	3.6	89.3	10.7			
Supporting Services	8.3	20.8	41.7	25.0	0.0	87.5	12.5	145	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 17.7

Grades 1 to 3 = 17.3 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.6	37.5	33.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.725
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	19.100	**Instructional Support Total**	9.475
Staff Development	1.000		
ESOL	5.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.250
Instrumental Music		**Other Support Total**	3.250
Preschool	1.600		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.625
Other Professional Total	4.600		
Total Professional	50.700	**Total Supporting Services**	19.850

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1989	10.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	15	6	2	0	8	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
540	648	494	471	480	481	481	480

School Personnel Costs

Professional Salaries	$3,824,678
Supporting Services Salaries	$818,969
Employee Benefits	$1,232,080
Total Allocated Cost	**$5,875,727**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

New Hampshire Estates Elementary School - #791

Principal: Mr. Robert S. Geiger
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

8720 Carroll Avenue Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/nhees/

Office Phone: (301) 431-7607
Fax Number: (301) 431-7644
Cluster Name: Downcounty Consortium
Receiving Schools: Oak View

2015–2016 Enrollment = 498													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**≤5.0**	**17.9**	**77.3**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	118	23.7
ESOL	**63.1**	27.5	35.5	≤5.0	≤5.0	7.4	54.2	≤5.0	≤5.0	≤5.0	Full-Day K	112	22.5
FARMS	**91.8**	45.2	46.6	≤5.0	≤5.0	15.9	73.3	≤5.0	≤5.0	≤5.0	Grade 1	133	26.7
SPED	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 2	135	27.1
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	498	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	16.7	8.3

Other Participation	
Students now or have in the past received FARMS[2] = 91.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 22.2%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Focused Academic Support - Local Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

New Hampshire Estates Elementary School - #791

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	26.7	5.0	58.3	1.7	95.0	5.0			
Supporting Services	11.5	23.1	42.3	23.1	0.0	84.6	15.4	147	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 14.1

Grades 1 to 3 = 16.3 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.7	33.3	40.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	7.597
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.500
Classroom	21.700	**Instructional Support Total**	9.097
Staff Development	1.000		
ESOL	8.100	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	0.750
Music	1.200	Lunch Hour Aide	1.121
Instrumental Music		**Other Support Total**	3.871
Preschool	4.600		
Special Education:		Building Services	
Classroom		Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	2.062
Other Professional Total	5.100		
Total Professional	54.400	**Total Supporting Services**	20.030

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1988	5.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	12	6	6	0	8	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
480	480	488	475	488	490	490	489

School Personnel Costs

Professional Salaries	$4,121,386
Supporting Services Salaries	$810,379
Employee Benefits	$1,286,159
Total Allocated Cost	**$6,217,924**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Roscoe R. Nix Elementary School - #307

Principal: Ms. Annette M. Ffolkes
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

1100 Corliss Street Silver Spring, MD 20903

www.montgomeryschoolsmd.org/schools/nixes/

Office Phone: (301) 422-5070
Fax Number: (301) 422-5072
Cluster Name: Northeast Consortium
Receiving Schools: Key

2015–2016 Enrollment = 538													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.8**	**52.2**	**≤5.0**	**5.6**	**38.5**	**49.4**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	57	10.6
ESOL	**48.1**	22.5	25.7	≤5.0	≤5.0	10.2	33.5	≤5.0	≤5.0	≤5.0	Full-Day K	165	30.7
FARMS	**75.1**	35.5	39.6	≤5.0	≤5.0	28.3	41.3	≤5.0	≤5.0	≤5.0	Grade 1	149	27.7
SPED	**9.1**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	167	31.0
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	538	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.9	20.4	32.7

Other Participation	
Students now or have in the past received FARMS[2] = 77.9%	Attendance Rate[2] [3] = 93.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.6%	Suspension Rate[2] [3] [4] = --

School Programs
Autism (K–2)
Elementary Home School Model (K–2)
Focused Academic Support - Federal Title I Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Roscoe R. Nix Elementary School - #307

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	24.5	3.8	60.4	3.8	94.3	5.7			
Supporting Services	6.7	46.7	23.3	23.3	0.0	70.0	30.0	156	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 18.4 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	45.3	41.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.437
Principal Intern		Special Education	11.190
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	9.000	Instructional Data Assistant	0.500
Classroom	23.300	**Instructional Support Total**	14.627
Staff Development	1.000		
ESOL	4.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.373
Instrumental Music		**Other Support Total**	3.373
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.625
Other Professional Total	3.100		
Total Professional	52.900	**Total Supporting Services**	24.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	9.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	16	4	1	0	9	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
521	521	530	529	516	514	514	513

School Personnel Costs

Professional Salaries	$4,065,142
Supporting Services Salaries	$917,823
Employee Benefits	$1,249,946
Total Allocated Cost	**$6,232,911**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Wallace-Stevens
Associate Supt: Mrs. Cheryl L. Smith
School Hours: 9:25 - 3:50
Feeder Schools: Rosemary Hills
3700 Jones Bridge Road Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/nchevychasees/
Office Phone: (301) 657-4950
Fax Number: (301) 951-6658
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2015–2016 Enrollment = 387

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**5.2**	**16.5**	**15.0**	**≤5.0**	**56.3**	**7.0**	Pre-K	0	0.0
ESOL	**8.3**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**12.4**	5.9	6.5	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**10.9**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Grade 2	0	0.0
											Grade 3	109	28.2
											Grade 4	82	21.2
											Grade 5	91	23.5
											Grade 6	105	27.1
											Total	387	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 19.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (3–5)
Mathematics
Reading/Language Arts Program
Science and Computer Technology Program

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
ESOL								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

North Chevy Chase Elementary School - #415

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.3	13.3	0.0	73.3	10.0	76.7	23.3			
Supporting Services	0.0	25.0	31.3	37.5	6.3	81.3	18.8	92	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = --

Grades 1 to 3 = 27.0 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	26.7	63.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten		**Instructional Support Total**	7.750
Classroom	16.200		
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.400	Parent/Community Coord	
Music	0.400	Lunch Hour Aide	0.875
Instrumental Music	0.300	**Other Support Total**	2.875
Preschool			
Special Education:			
Classroom	8.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	27.100	Leader	1.000
		Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.937
Other Professional Total	2.400		
Total Professional	30.500	**Total Supporting Services**	16.062

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1995	7.9	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	15	5	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
358	358	393	310	304	292	298	291

School Personnel Costs

Professional Salaries	$2,565,978
Supporting Services Salaries	$667,275
Employee Benefits	$760,940
Total Allocated Cost	**$3,994,193**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Oak View Elementary School - #766

Principal: Mr. Jeffrey L. Cline
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools: New Hampshire Estates

400 East Wayne Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/oakviewes/

Office Phone: (301) 650-6434
Fax Number: (301) 650-6453
Cluster Name: Downcounty Consortium
Receiving Schools: Eastern

2015–2016 Enrollment = 403													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**5.5**	**17.6**	**65.8**	**≤5.0**	**9.7**	**≤5.0**	Pre-K	0	0.0
ESOL	**34.0**	17.1	16.9	≤5.0	≤5.0	≤5.0	28.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**79.7**	40.9	38.7	≤5.0	≤5.0	13.2	61.5	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**11.9**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	9.7	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	129	32.0
											Grade 4	146	36.2
											Grade 5	128	31.8
											Total	403	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 85.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.4%	Suspension Rate[2] [3] [4] = --

School Programs
Center for the Highly Gifted
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Oak View Elementary School - #766

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	8.3	5.6	77.8	0.0	72.2	27.8			
Supporting Services	21.1	10.5	31.6	36.8	0.0	73.7	26.3	98	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = --

Grades 1 to 3 = 25.0 Grades 4 to 5 = 27.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	27.8	61.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	3.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.500
Classroom	17.800	**Instructional Support Total**	9.000
Staff Development	1.000		
ESOL	2.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	0.500
Music	0.600	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.900	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.600	Food Services	1.375
Other Professional Total	2.100		
Total Professional	35.000	**Total Supporting Services**	17.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	1985	11.3	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	15	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
358	358	426	447	429	416	402	416

School Personnel Costs

Professional Salaries	$2,964,463
Supporting Services Salaries	$767,447
Employee Benefits	$916,161
Total Allocated Cost	**$4,648,071**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Oakland Terrace Elementary School - #769

Principal: Mrs. Cheryl D. Pulliam
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

2720 Plyers Mill Road Silver Spring, MD 20902

www.montgomeryschoolsmd.org/schools/oaklandes/

Office Phone: (301) 929-2161
Fax Number: (301) 929-6910
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo, Newport Mill

2015–2016 Enrollment = 480													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.7**	**48.3**	**≤5.0**	**7.7**	**12.5**	**29.8**	**≤5.0**	**40.0**	**9.6**	Pre-K	42	8.8
ESOL	**15.6**	7.5	8.1	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Full-Day K	88	18.3
FARMS	**30.6**	16.3	14.4	≤5.0	≤5.0	≤5.0	19.6	≤5.0	≤5.0	≤5.0	Grade 1	67	14.0
SPED	**15.2**	≤5.0	10.2	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	Grade 2	73	15.2
											Grade 3	72	15.0
											Grade 4	72	15.0
											Grade 5	66	13.8
											Total	480	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.4	≤5.0	5.5

Other Participation	
Students now or have in the past received FARMS[2] = 34.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.3%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Oakland Terrace Elementary School - #769

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	13.6	2.3	77.3	6.8	90.9	9.1			
Supporting Services	0.0	9.1	36.4	54.5	0.0	86.4	13.6	138	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 17.2

Grades 1 to 3 = 17.5 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.3	20.5	52.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	8.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	19.800	**Instructional Support Total**	12.250
Staff Development	1.000		
ESOL	1.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.375
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool	0.500		
Special Education:		Building Services	
Classroom	10.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.125
Other Professional Total	3.000		
Total Professional	46.700	**Total Supporting Services**	20.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1993	9.5	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	17	5	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
513	513	488	491	500	505	521	512

School Personnel Costs

Professional Salaries	$3,764,397
Supporting Services Salaries	$898,599
Employee Benefits	$1,117,550
Total Allocated Cost	**$5,780,546**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Olney Elementary School - #502

Principal: Mrs. Carla Glawe
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

3401 Queen Mary Drive Olney, MD 20832

www.montgomeryschoolsmd.org/schools/olneyes/

Office Phone: (301) 924-3126
Fax Number: (301) 570-1094
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2015–2016 Enrollment = 647													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.8**	**53.2**	**≤5.0**	**14.5**	**15.6**	**15.3**	**≤5.0**	**47.6**	**7.0**	Pre-K	0	0.0
ESOL	**10.8**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	107	16.5
FARMS	**19.3**	8.2	11.1	≤5.0	≤5.0	8.2	5.7	≤5.0	≤5.0	≤5.0	Grade 1	114	17.6
SPED	**7.6**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	103	15.9
											Grade 3	102	15.8
											Grade 4	116	17.9
											Grade 5	105	16.2
											Total	647	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 24.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Olney Elementary School - #502

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	4.9	4.9	85.4	2.4	97.6	2.4			
Supporting Services	7.1	21.4	14.3	57.1	0.0	85.7	14.3	126	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 22.4

Grades 1 to 3 = 24.7 Grades 4 to 5 = 27.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	48.8	41.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	22.100	**Instructional Support Total**	4.625
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.875
Instrumental Music	0.200	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	38.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	43.000	**Total Supporting Services**	15.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1990	9.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
584	584	640	616	611	601	581	567

School Personnel Costs

Professional Salaries	$3,468,919
Supporting Services Salaries	$674,672
Employee Benefits	$972,518
Total Allocated Cost	**$5,116,109**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

William Tyler Page Elementary School - #312

Principal: Ms. Stacey M. Brown, Acting
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

13400 Tamarack Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/pagees/

Office Phone: (301) 989-5672
Fax Number: (301) 879-1036
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2015–2016 Enrollment = 421

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.8**	**48.2**	**≤5.0**	**16.9**	**54.6**	**20.7**	**≤5.0**	**5.9**	**≤5.0**	Pre-K	39	9.3
ESOL	**23.0**	12.6	10.5	≤5.0	6.4	7.6	8.8	≤5.0	≤5.0	≤5.0	Full-Day K	63	15.0
FARMS	**51.1**	26.6	24.5	≤5.0	6.7	28.7	14.3	≤5.0	≤5.0	≤5.0	Grade 1	65	15.4
SPED	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	49	11.6
											Grade 3	58	13.8
											Grade 4	71	16.9
											Grade 5	76	18.1
											Total	421	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.1	17.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 59.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

William Tyler Page Elementary School - #312

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	24.3	5.4	64.9	0.0	89.2	10.8			
Supporting Services	6.3	37.5	12.5	43.8	0.0	81.3	18.8	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 15.8

Grades 1 to 3 = 17.4 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	24.3	59.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.249
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	17.800	**Instructional Support Total**	4.249
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.499
Other Professional Total	2.600		
Total Professional	36.100	**Total Supporting Services**	12.872

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2003	9.8	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	13	4	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
389	389	396	388	387	398	393	391

School Personnel Costs

Professional Salaries	$3,086,993
Supporting Services Salaries	$549,311
Employee Benefits	$905,868
Total Allocated Cost	**$4,542,172**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Pine Crest Elementary School - #761

Principal: Mrs. Cynthia A. Houston
Director: Mr. Michael D. Bayewitz
School Hours: 9:25 - 3:50
Feeder Schools: Montgomery Knolls

201 Woodmoor Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/pinecrestes/

Office Phone: (301) 649-8066
Fax Number: (301) 649-8194
Cluster Name: Downcounty Consortium
Receiving Schools: Eastern

2015–2016 Enrollment = 469													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**6.6**	**21.7**	**37.7**	**≤5.0**	**29.4**	**≤5.0**	Pre-K	0	0.0
ESOL	**22.6**	8.7	13.9	≤5.0	≤5.0	≤5.0	17.1	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**46.1**	21.3	24.7	≤5.0	≤5.0	12.2	31.3	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**7.9**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	127	27.1
											Grade 4	187	39.9
											Grade 5	155	33.0
											Total	469	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 52.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.0%	Suspension Rate[2] [3] [4] = --

School Programs
Center for the Highly Gifted (4–5)
Elementary Home School Model (3–5)
Linkages to Learning

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Pine Crest Elementary School - #761

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.7	16.2	8.1	73.0	0.0	91.9	8.1			
Supporting Services	0.0	16.7	25.0	58.3	0.0	91.7	8.3	116	96.6	3.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = --

Grades 1 to 3 = 24.8 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	35.1	48.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.060
Principal Intern		Special Education	2.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
		Media Assistant	
Teachers		Instructional Data Assistant	0.500
Kindergarten		**Instructional Support Total**	5.310
Classroom	19.500		
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.498
Instrumental Music	0.600	**Other Support Total**	3.498
Preschool			
Special Education:			
Classroom	6.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	32.100	Leader	2.000
		Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	1.625
Other Professional Total	2.400		
Total Professional	37.500	**Total Supporting Services**	13.933

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1941	1992	5.6	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	16	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
381	588	501	516	508	496	472	481

School Personnel Costs

Professional Salaries	$3,144,720
Supporting Services Salaries	$580,979
Employee Benefits	$838,310
Total Allocated Cost	**$4,564,009**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Piney Branch Elementary School - #749

Principal: Mrs. Rachel C. DuBois
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools: Takoma Park ES

7510 Maple Avenue Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/pineybranches/

Office Phone: (301) 891-8000
Fax Number: (301) 891-8011
Cluster Name: Downcounty Consortium
Receiving Schools: Takoma Park MS

2015–2016 Enrollment = 563

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**≤5.0**	**35.0**	**19.5**	**≤5.0**	**36.4**	**5.5**	Pre-K	0	0.0
ESOL	**15.6**	6.2	9.4	≤5.0	≤5.0	8.7	6.2	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**33.7**	15.3	18.5	≤5.0	≤5.0	21.5	10.8	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**8.9**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	205	36.4
											Grade 4	194	34.5
											Grade 5	164	29.1
											Total	563	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 40.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (3–5)
STEM Lab

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Piney Branch Elementary School - #749

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	25.6	5.1	56.4	2.6	87.2	12.8			
Supporting Services	5.9	52.9	29.4	5.9	0.0	70.6	29.4	107	96.3	3.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.0

Average Class Size Kindergarten = --

Grades 1 to 3 = 25.6 Grades 4 to 5 = 27.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	51.3	28.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	4.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten		**Instructional Support Total**	6.999
Classroom	23.200		
Staff Development	1.000		
ESOL	1.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.749
Instrumental Music	0.500	**Other Support Total**	3.749
Preschool			
Special Education:			
Classroom	6.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	34.900	Leader	1.000
		Worker	2.000
Other Professional		Plant Equipment Operator	1.000
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.125
Other Professional Total	2.600		
Total Professional	39.500	**Total Supporting Services**	16.873

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	2.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	26	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
611	739	640	688	721	727	732	740

School Personnel Costs

Professional Salaries	$2,927,283
Supporting Services Salaries	$698,008
Employee Benefits	$881,899
Total Allocated Cost	**$4,507,190**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Poolesville Elementary School - #153

Principal: Mr. Douglas M. Robbins
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

19565 Fisher Avenue Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolesvillees/

Office Phone: (301) 972-7960
Fax Number: (301) 972-7963
Cluster Name: Poolesville
Receiving Schools: John Poole

2015–2016 Enrollment = 417													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.6**	**48.4**	**≤5.0**	**5.3**	**≤5.0**	**10.8**	**≤5.0**	**74.6**	**≤5.0**	Pre-K	0	0.0
ESOL	**5.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	51	12.2
FARMS	**10.6**	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	61	14.6
SPED	**9.4**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.9	≤5.0	Grade 2	73	17.5
											Grade 3	65	15.6
											Grade 4	78	18.7
											Grade 5	89	21.3
											Total	417	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.9	23.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 12.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.4%	Suspension Rate[2] [3] [4] = --

School Programs
Certified Green School
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Poolesville Elementary School - #153

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.0	97.0	0.0	84.8	15.2			
Supporting Services	6.3	25.0	12.5	56.3	0.0	75.0	25.0	86	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 26.0

Grades 1 to 3 = 22.1 Grades 4 to 5 = 28.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	30.3	57.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.875
Principal Intern		Special Education	5.900
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.700	**Instructional Support Total**	8.775
Staff Development	1.000		
ESOL	0.400	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	35.000	**Total Supporting Services**	16.900

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1978	12.3	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	20	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
539	539	382	364	355	343	342	351

School Personnel Costs

Professional Salaries	$3,044,507
Supporting Services Salaries	$695,841
Employee Benefits	$861,447
Total Allocated Cost	**$4,601,795**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Potomac Elementary School - #601

Principal: Dr. Catherine R. Allie
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

10311 River Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/potomaces/

Office Phone: (301) 469-1042
Fax Number: (301) 469-1045
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2015–2016 Enrollment = 474													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**34.6**	**≤5.0**	**5.1**	**≤5.0**	**50.6**	**5.5**	Pre-K	4	0.8
ESOL	**8.4**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	65	13.7
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	72	15.2
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	17.9
											Grade 3	79	16.7
											Grade 4	70	14.8
											Grade 5	99	20.9
											Total	474	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	89.3	7.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = ≤5.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.9%	Suspension Rate[2] [3] [4] = --

School Programs
Arts Integration Model School
Elementary Home School Model (Inclusion)
Partial Chinese Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Potomac Elementary School - #601

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.9	5.6	2.8	77.8	0.0	94.4	5.6			
Supporting Services	37.5	18.8	6.3	37.5	0.0	62.5	37.5	95	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 26.3 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	19.4	63.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.686
Principal Intern		Special Education	2.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.300	**Instructional Support Total**	4.998
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	2.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.687
Other Professional Total	2.500		
Total Professional	35.800	**Total Supporting Services**	12.560

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	1976	9.6	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	15	3	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
424	548	442	443	439	429	430	430

School Personnel Costs

Professional Salaries	$3,076,320
Supporting Services Salaries	$530,618
Employee Benefits	$855,026
Total Allocated Cost	**$4,461,964**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Judith A. Resnik Elementary School - #514

Principal: Mrs. LaTricia D. Thomas
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

7301 Hadley Farms Drive Gaithersburg, MD 20879

www.montgomeryschoolsmd.org/schools/resnikes/

Office Phone: (301) 670-8200
Fax Number: (301) 840-7135
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2015–2016 Enrollment = 643

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**11.4**	**33.0**	**38.9**	**≤5.0**	**12.6**	**≤5.0**	Pre-K	42	6.5
ESOL	**30.6**	14.0	16.6	≤5.0	≤5.0	≤5.0	23.3	≤5.0	≤5.0	≤5.0	Full-Day K	105	16.3
FARMS	**56.5**	28.0	28.5	≤5.0	≤5.0	20.5	28.8	≤5.0	≤5.0	≤5.0	Grade 1	88	13.7
SPED	**8.2**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	118	18.4
											Grade 3	101	15.7
											Grade 4	104	16.2
											Grade 5	85	13.2
											Total	643	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.5	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 64.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Local Funds
Physical Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Judith A. Resnik Elementary School - #514

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	10.5	7.0	75.4	3.5	89.5	10.5			
Supporting Services	6.3	21.9	18.8	50.0	3.1	81.3	18.8	176	97.7	2.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 19.5 Grades 4 to 5 = 26.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.6	35.1	40.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.686
Principal Intern		Special Education	6.998
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	26.500	**Instructional Support Total**	11.684
Staff Development	1.000		
ESOL	3.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.749
Instrumental Music	0.300	**Other Support Total**	3.749
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.600	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.749
Other Professional Total	4.000		
Total Professional	51.600	**Total Supporting Services**	23.682

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.8	Y	Y	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	18	5	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
493	751	656	647	645	626	637	627

School Personnel Costs

Professional Salaries	$4,038,865
Supporting Services Salaries	$948,047
Employee Benefits	$1,333,612
Total Allocated Cost	**$6,320,524**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Dr. Sally K. Ride Elementary School - #242

Principal: Mrs. Elise Burgess
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

21301 Seneca Crossing Drive Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/ridees/

Office Phone: (301) 353-0994
Fax Number: (301) 601-0349
Cluster Name: Seneca Valley
Receiving Schools: Clemente, King

2015–2016 Enrollment = 514

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.6**	**55.4**	**≤5.0**	**17.5**	**40.3**	**25.5**	**≤5.0**	**11.9**	**≤5.0**	Pre-K	55	10.7
ESOL	**20.4**	8.0	12.5	≤5.0	5.4	≤5.0	11.9	≤5.0	≤5.0	≤5.0	Full-Day K	82	16.0
FARMS	**49.6**	20.6	29.0	≤5.0	≤5.0	26.1	16.7	≤5.0	≤5.0	≤5.0	Grade 1	70	13.6
SPED	**20.4**	6.2	14.2	≤5.0	≤5.0	7.6	5.4	≤5.0	≤5.0	≤5.0	Grade 2	85	16.5
											Grade 3	71	13.8
											Grade 4	87	16.9
											Grade 5	64	12.5
											Total	514	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	36.2	7.6	56.2

Other Participation

Students now or have in the past received FARMS[2] = 57.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Elementary Home School Model (K–2)
Elementary Learning Center
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Focused Academic Support - Local Funds
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Dr. Sally K. Ride Elementary School - #242

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	9.8	3.9	82.4	2.0	90.2	9.8			
Supporting Services	18.5	18.5	11.1	51.9	0.0	85.2	14.8	146	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 16.5

Grades 1 to 3 = 17.8 Grades 4 to 5 = 26.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.9	31.4	62.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.349
Principal Intern		Special Education	8.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	19.500	**Instructional Support Total**	12.474
Staff Development	1.000		
ESOL	1.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.499
Instrumental Music	0.200	**Other Support Total**	2.499
Preschool	1.600		
Special Education:		Building Services	
Classroom	9.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	1.625
Other Professional Total	4.400		
Total Professional	46.800	**Total Supporting Services**	21.098

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1994	--	13.5	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	11	5	2	0	6	9

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
472	472	539	530	537	528	537	529

School Personnel Costs

Professional Salaries	$4,070,424
Supporting Services Salaries	$889,450
Employee Benefits	$1,305,078
Total Allocated Cost	**$6,264,952**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Ritchie Park Elementary School - #227

Principal: Ms. Catherine Long
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

1514 Dunster Road Rockville, MD 20854
www.montgomeryschoolsmd.org/schools/ritchieparkes/

Office Phone: (301) 279-8475
Fax Number: (301) 517-5047
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2015–2016 Enrollment = 532													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**22.4**	**9.0**	**18.8**	**≤5.0**	**43.6**	**5.6**	Pre-K	0	0.0
ESOL	**11.8**	5.6	6.2	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Full-Day K	67	12.6
FARMS	**21.8**	10.5	11.3	≤5.0	5.1	5.5	9.0	≤5.0	≤5.0	≤5.0	Grade 1	99	18.6
SPED	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	107	20.1
											Grade 3	83	15.6
											Grade 4	84	15.8
											Grade 5	92	17.3
											Total	532	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 24.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.9%	Suspension Rate[2] [3] [4] = --

School Programs
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Ritchie Park Elementary School - #227

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	5.6	2.8	86.1	0.0	88.9	11.1			
Supporting Services	23.5	11.8	17.6	47.1	0.0	82.4	17.6	128	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.0

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 26.0 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	36.1	63.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.900	**Instructional Support Total**	3.125
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.685
Instrumental Music	0.300	**Other Support Total**	3.685
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.062
Other Professional Total	2.600		
Total Professional	33.200	**Total Supporting Services**	11.372

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	1997	9.2	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	14	4	0	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
388	388	509	514	522	506	496	513

School Personnel Costs

Professional Salaries	$2,991,647
Supporting Services Salaries	$502,272
Employee Benefits	$919,548
Total Allocated Cost	**$4,413,467**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rock Creek Forest Elementary School - #773

Principal: Ms. Jennifer H. Lowndes
Director: Mrs. Cheryl L. Smith
School Hours: 9:25 - 3:50
Feeder Schools:

8330 Grubb Road, Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/rcforestes/

Office Phone: (301) 650-6410
Fax Number: (301) 650-6477
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2015–2016 Enrollment = 708													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.1**	**47.9**	**≤5.0**	**5.4**	**16.2**	**33.2**	**≤5.0**	**38.6**	**6.2**	Pre-K	27	3.8
ESOL	**16.5**	8.6	7.9	≤5.0	≤5.0	≤5.0	12.4	≤5.0	≤5.0	≤5.0	Full-Day K	115	16.2
FARMS	**26.3**	16.1	10.2	≤5.0	≤5.0	7.5	16.7	≤5.0	≤5.0	≤5.0	Grade 1	110	15.5
SPED	**9.6**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	117	16.5
											Grade 3	130	18.4
											Grade 4	105	14.8
											Grade 5	104	14.7
											Total	708	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.5	≤5.0	23.5

Other Participation	
Students now or have in the past received FARMS[2] = 31.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.9%	Suspension Rate[2] [3] [4] = --

School Programs
Autism
Elementary Home School Model
Focused Academic Support - Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Comprehensive
Total Spanish Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rock Creek Forest Elementary School - #773

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	6.7	25.0	66.7	0.0	91.7	8.3			
Supporting Services	4.2	16.7	37.5	41.7	0.0	83.3	16.7	159	95.0	5.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 16.4

Grades 1 to 3 = 18.8 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	36.7	41.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.498
Principal Intern		Special Education	6.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	26.900	**Instructional Support Total**	9.748
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.875
Instrumental Music	0.400	**Other Support Total**	3.875
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	5.200	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	46.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	**Food Services**	1.125
Other Professional Total	3.600		
Total Professional	51.800	**Total Supporting Services**	20.248

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2015	8.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	27	4	1	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
714	714	733	740	721	716	723	721

School Personnel Costs

Professional Salaries	$3,956,812
Supporting Services Salaries	$722,368
Employee Benefits	$1,164,638
Total Allocated Cost	**$5,843,818**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rock Creek Valley Elementary School - #819

Principal: Mr. Kevin M. Burns
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

5121 Russett Road Rockville, MD 20853

www.montgomeryschoolsmd.org/schools/rcvalleyes/

Office Phone: (301) 460-2195
Fax Number: (301) 460-2196
Cluster Name: Rockville
Receiving Schools: Wood

2015–2016 Enrollment = 435													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**15.9**	**10.1**	**37.5**	**≤5.0**	**28.0**	**8.3**	Pre-K	25	5.7
ESOL	**20.0**	10.1	9.9	≤5.0	≤5.0	≤5.0	14.0	≤5.0	≤5.0	≤5.0	Full-Day K	80	18.4
FARMS	**31.3**	15.6	15.6	≤5.0	≤5.0	≤5.0	22.3	≤5.0	≤5.0	≤5.0	Grade 1	63	14.5
SPED	**21.8**	9.4	12.4	≤5.0	≤5.0	≤5.0	9.9	≤5.0	5.3	≤5.0	Grade 2	69	15.9
											Grade 3	54	12.4
											Grade 4	90	20.7
											Grade 5	54	12.4
											Total	435	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.4	7.4	44.2

Other Participation	
Students now or have in the past received FARMS[2] = 40.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.8%	Suspension Rate[2] [3] [4] = --

School Programs
Deaf & Hard/Hearing Program (Oral/Aural)
Focused Academic Support - Local Funds
Preschool Deaf & Hard/Hearing (Oral/Aural, Cued Speech, Total Communication)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rock Creek Valley Elementary School - #819

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	2.1	6.3	87.5	0.0	87.5	12.5			
Supporting Services	0.0	26.1	21.7	52.2	0.0	95.7	4.3	140	93.6	6.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 15.8 Grades 4 to 5 = 27.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	31.3	52.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.812
Principal Intern		Special Education	7.558
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	17.700	**Instructional Support Total**	9.370
Staff Development	1.000		
ESOL	1.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.307
Instrumental Music	0.300	**Other Support Total**	3.307
Preschool			
Special Education:		Building Services	
Classroom	9.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.700	Food Services	1.000
Other Professional Total	5.700		
Total Professional	45.300	**Total Supporting Services**	18.677

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2001	10.4	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	14	4	0	0	4	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
403	403	446	420	428	424	427	413

School Personnel Costs

Professional Salaries	$3,733,737
Supporting Services Salaries	$788,338
Employee Benefits	$1,200,655
Total Allocated Cost	**$5,722,730**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rock View Elementary School - #795

Principal: Ms. Kristine A. Alexander
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

3901 Denfeld Avenue Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/rockviewes/

Office Phone: (301) 929-2002
Fax Number: (301) 962-5986
Cluster Name: Downcounty Consortium
Receiving Schools: Newport Mill

2015–2016 Enrollment = 615													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**9.6**	**17.2**	**45.9**	**≤5.0**	**20.7**	**6.0**	Pre-K	39	6.3
ESOL	**27.5**	12.4	15.1	≤5.0	≤5.0	≤5.0	22.1	≤5.0	≤5.0	≤5.0	Full-Day K	85	13.8
FARMS	**50.1**	23.4	26.7	≤5.0	≤5.0	10.1	32.7	≤5.0	≤5.0	≤5.0	Grade 1	100	16.3
SPED	**14.5**	≤5.0	9.6	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0	Grade 2	96	15.6
											Grade 3	94	15.3
											Grade 4	107	17.4
											Grade 5	94	15.3
											Total	615	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.2	6.7	46.1

Other Participation	
Students now or have in the past received FARMS[2] = 58.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.5%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Elementary Learning Center
Focused Academic Support - Local Funds
Prekindergarten
Preschool Vision
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rock View Elementary School - #795

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	19.0	9.5	68.3	3.2	88.9	11.1			
Supporting Services	6.9	27.6	10.3	55.2	0.0	82.8	17.2	201	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 15.6

Grades 1 to 3 = 17.9 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.0	34.9	46.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.623
Principal Intern		Special Education	10.123
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	25.900	**Instructional Support Total**	14.746
Staff Development	1.000		
ESOL	3.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.873
Instrumental Music	0.400	**Other Support Total**	3.873
Preschool	1.000		
Special Education:		Building Services	
Classroom	10.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.000	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.687
Other Professional Total	4.200		
Total Professional	57.200	**Total Supporting Services**	25.806

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1955	1999	7.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	24	4	1	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
674	674	611	600	610	611	611	627

School Personnel Costs

Professional Salaries	$4,464,935
Supporting Services Salaries	$1,070,090
Employee Benefits	$1,426,769
Total Allocated Cost	**$6,961,794**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Lois P. Rockwell Elementary School - #156

Principal: Mrs. Cheryl A. Clark
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

24555 Cutsail Drive Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/rockwelles/

Office Phone: (301) 253-7088
Fax Number: (301) 253-7084
Cluster Name: Damascus
Receiving Schools: Baker

2015–2016 Enrollment = 459

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**11.8**	**11.1**	**23.3**	**≤5.0**	**47.9**	**5.9**	Pre-K	54	11.8
ESOL	**10.7**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	Full-Day K	62	13.5
FARMS	**19.8**	9.4	10.5	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Grade 1	65	14.2
SPED	**19.0**	≤5.0	14.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	Grade 2	66	14.4
											Grade 3	72	15.7
											Grade 4	71	15.5
											Grade 5	69	15.0
											Total	459	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.9	10.3	36.8

Other Participation

Students now or have in the past received FARMS[2] = 26.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Positive Behavioral Interventions and Supports (PBIS)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Lois P. Rockwell Elementary School - #156

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.4	7.1	90.5	0.0	88.1	11.9			
Supporting Services	5.3	5.3	15.8	73.7	0.0	89.5	10.5	93	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 20.3

Grades 1 to 3 = 22.8 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	38.1	54.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.750
Principal Intern		Special Education	5.874
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	16.100	**Instructional Support Total**	7.624
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	
Teachers Total	32.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	0.937
Other Professional Total	4.600		
Total Professional	39.000	**Total Supporting Services**	15.185

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	10.6	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	17	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
523	523	459	452	443	444	443	446

School Personnel Costs

Professional Salaries	$3,424,440
Supporting Services Salaries	$617,164
Employee Benefits	$1,066,845
Total Allocated Cost	**$5,108,449**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rolling Terrace Elementary School - #771

Principal: Mr. Kenneth L. Marcus
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

705 Bayfield Street Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/rollinges/

Office Phone: (301) 431-7600
Fax Number: (301) 431-7643
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l, Takoma Park MS, Eastern MS

2015–2016 Enrollment = 893

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**≤5.0**	**15.3**	**65.6**	**≤5.0**	**12.9**	**≤5.0**	Pre-K	61	6.8
ESOL	**51.8**	26.1	25.8	≤5.0	≤5.0	≤5.0	45.8	≤5.0	≤5.0	≤5.0	Full-Day K	145	16.2
FARMS	**72.5**	37.7	34.7	≤5.0	≤5.0	12.0	58.3	≤5.0	≤5.0	≤5.0	Grade 1	147	16.5
SPED	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	154	17.2
											Grade 3	142	15.9
											Grade 4	134	15.0
											Grade 5	110	12.3
											Total	893	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 74.9%
Attendance Rate[2] [3] = 94.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.6%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center
Spanish Immersion Magnet

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rolling Terrace Elementary School - #771

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	16.3	18.6	57.0	3.5	87.2	12.8			
Supporting Services	6.5	45.2	35.5	12.9	0.0	80.6	19.4	253	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 18.5 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.4	32.6	43.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.400
Principal Intern		Special Education	5.000
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	8.000	Instructional Data Assistant	0.750
Classroom	42.100	**Instructional Support Total**	12.900
Staff Development	1.000		
ESOL	10.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.700	Parent/Community Coord	0.125
Music	1.700	Lunch Hour Aide	2.937
Instrumental Music	0.400	**Other Support Total**	6.062
Preschool	2.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	76.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.124
Other Professional Total	3.500		
Total Professional	82.900	**Total Supporting Services**	27.086

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	N	10

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	27	3	2	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
747	747	926	925	913	896	882	875

School Personnel Costs

Professional Salaries	$6,356,248
Supporting Services Salaries	$1,036,458
Employee Benefits	$1,833,820
Total Allocated Cost	**$9,226,526**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rosemary Hills Elementary School - #794

Principal: Mrs. Deborah C. Ryan
Director: Mrs. Cheryl L. Smith
School Hours: 9:25 - 3:50
Feeder Schools:

2111 Porter Road Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/rosemaryhillses/

Office Phone: (301) 650-6400
Fax Number: (301) 650-6404
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Bethesda, Chevy Chase, North Chevy Chase

2015–2016 Enrollment = 610

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**≤5.0**	**24.9**	**13.3**	**≤5.0**	**52.0**	**5.9**	Pre-K	49	8.0
ESOL	**17.5**	9.2	8.4	≤5.0	≤5.0	6.9	7.0	≤5.0	≤5.0	≤5.0	Full-Day K	196	32.1
FARMS	**27.7**	14.4	13.3	≤5.0	≤5.0	17.4	8.0	≤5.0	≤5.0	≤5.0	Grade 1	176	28.9
SPED	**8.0**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	189	31.0
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	610	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.6	10.2	12.2

Other Participation

Students now or have in the past received FARMS[2] = 30.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (K–2)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rosemary Hills Elementary School - #794

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	15.9	2.3	77.3	0.0	95.5	4.5			
Supporting Services	10.7	25.0	21.4	42.9	0.0	82.1	17.9	122	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 24.3

Grades 1 to 3 = 26.1 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	52.3	34.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.874
Principal Intern		Special Education	9.126
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.500
Classroom	15.500	**Instructional Support Total**	12.000
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.684
Instrumental Music		**Other Support Total**	3.684
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	0.750
Other Professional Total	3.400		
Total Professional	44.300	**Total Supporting Services**	21.434

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1988	6.1	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	19	5	1	0	8	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
678	678	611	625	616	619	619	618

School Personnel Costs

Professional Salaries	$3,423,762
Supporting Services Salaries	$861,630
Employee Benefits	$1,100,651
Total Allocated Cost	**$5,386,043**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Rosemont Elementary School - #555

Principal: Mr. James (Jimmy) A. Sweeney
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

16400 Alden Avenue Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/rosemontes/

Office Phone: (301) 840-7123
Fax Number: (301) 548-7512
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2015–2016 Enrollment = 588													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**8.8**	**25.5**	**48.8**	**≤5.0**	**11.9**	**≤5.0**	Pre-K	59	10.0
ESOL	**44.0**	19.7	24.3	≤5.0	≤5.0	7.5	29.8	≤5.0	≤5.0	≤5.0	Full-Day K	97	16.5
FARMS	**60.4**	28.2	32.1	≤5.0	≤5.0	13.8	39.6	≤5.0	≤5.0	≤5.0	Grade 1	95	16.2
SPED	**12.8**	≤5.0	9.7	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 2	91	15.5
											Grade 3	85	14.5
											Grade 4	90	15.3
											Grade 5	71	12.1
											Total	588	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.7	12.0	13.3

Other Participation	
Students now or have in the past received FARMS[2] = 65.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 27.0%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Autism
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rosemont Elementary School - #555

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	4.8	6.3	84.1	1.6	84.1	15.9			
Supporting Services	16.7	22.2	13.9	47.2	0.0	72.2	27.8	156	96.2	3.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.4

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 16.9 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.6	25.4	46.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.937
Principal Intern		Special Education	15.193
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	25.800	**Instructional Support Total**	19.130
Staff Development	1.000		
ESOL	5.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.560
Instrumental Music	0.300	**Other Support Total**	3.560
Preschool	1.000		
Special Education:		Building Services	
Classroom	14.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	56.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.625
Other Professional Total	3.600		
Total Professional	62.400	**Total Supporting Services**	29.815

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1995	8.9	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	21	3	1	0	6	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
613	613	625	665	712	764	815	863

School Personnel Costs

Professional Salaries	$4,779,807
Supporting Services Salaries	$1,198,921
Employee Benefits	$1,498,644
Total Allocated Cost	**$7,477,372**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Sequoyah Elementary School - #565

Principal: Dr. Barbara (Bobbi) A. Jasper
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

17301 Bowie Mill Road Derwood, MD 20855
www.montgomeryschoolsmd.org/schools/sequoyahes/

Office Phone: (301) 840-5335
Fax Number: (301) 840-5356
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2015–2016 Enrollment = 385

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.6**	**51.4**	**≤5.0**	**11.4**	**13.2**	**50.4**	**≤5.0**	**21.3**	**≤5.0**	Pre-K	0	0.0
ESOL	**32.7**	13.8	19.0	≤5.0	≤5.0	≤5.0	29.6	≤5.0	≤5.0	≤5.0	Full-Day K	57	14.8
FARMS	**54.3**	23.9	30.4	≤5.0	≤5.0	8.1	40.0	≤5.0	≤5.0	≤5.0	Grade 1	67	17.4
SPED	**16.4**	≤5.0	12.2	≤5.0	≤5.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0	Grade 2	68	17.7
											Grade 3	73	19.0
											Grade 4	57	14.8
											Grade 5	63	16.4
											Total	385	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 59.5%
Attendance Rate[2] [3] = 94.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.3%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Local Funds
KidsCo Before- and After- School Daycare
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Sequoyah Elementary School - #565

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	2.4	2.4	85.7	2.4	85.7	14.3			
Supporting Services	9.5	4.8	9.5	71.4	0.0	71.4	28.6	136	97.1	2.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 13.8

Grades 1 to 3 = 18.6 Grades 4 to 5 = 20.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	35.7	52.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	4.248
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	20.700	**Instructional Support Total**	7.623
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.373
Instrumental Music	0.200	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.625
Other Professional Total	3.000		
Total Professional	41.100	**Total Supporting Services**	16.621

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	18	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
485	485	398	416	421	432	443	464

School Personnel Costs

Professional Salaries	$3,344,436
Supporting Services Salaries	$686,348
Employee Benefits	$1,063,120
Total Allocated Cost	**$5,093,904**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Seven Locks Elementary School - #603

Principal: Dr. James Virga Jr.
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

9500 Seven Locks Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/sevenlockses/

Office Phone: (301) 469-1038
Fax Number: (301) 469-1041
Cluster Name: Winston Churchill
Receiving Schools: Cabin John

2015–2016 Enrollment = 398

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.8**	**48.2**	**≤5.0**	**18.8**	**7.8**	**10.1**	**≤5.0**	**54.8**	**8.3**	Pre-K	0	0.0
ESOL	**13.6**	7.8	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Full-Day K	52	13.1
FARMS	**5.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	58	14.6
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	71	17.8
											Grade 3	73	18.3
											Grade 4	72	18.1
											Grade 5	72	18.1
											Total	398	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 6.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Seven Locks Elementary School - #603

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	10.0	0.0	76.7	6.7	86.7	13.3			
Supporting Services	26.7	13.3	13.3	46.7	0.0	73.3	26.7	87	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.3

Average Class Size Kindergarten = 26.0

Grades 1 to 3 = 25.3 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.3	43.3	43.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	**Instructional Support Total**	3.625
Classroom	14.700		
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.123
Instrumental Music	0.200	**Other Support Total**	3.123
Preschool			
Special Education:			
Classroom	3.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	24.700	Leader	1.000
		Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.625
Other Professional Total	2.400		
Total Professional	28.100	**Total Supporting Services**	11.373

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2012	9.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	16	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
425	425	386	379	370	364	370	371

School Personnel Costs

Professional Salaries	$2,281,888
Supporting Services Salaries	$433,752
Employee Benefits	$686,467
Total Allocated Cost	**$3,402,107**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Sherwood Elementary School - #501

Principal: Mrs. Dina E. Brewer
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

1401 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodes/

Office Phone: (301) 924-3195
Fax Number: (301) 924-3294
Cluster Name: NE Consort.,Sherwood
Receiving Schools: Farquhar

2015–2016 Enrollment = 513

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.4**	**53.6**	**≤5.0**	**13.5**	**18.3**	**13.5**	**≤5.0**	**50.3**	**≤5.0**	Pre-K	18	3.5
ESOL	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	63	12.3
FARMS	**19.5**	7.8	11.7	≤5.0	≤5.0	6.6	6.0	≤5.0	≤5.0	≤5.0	Grade 1	86	16.8
SPED	**17.5**	≤5.0	13.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.0	≤5.0	Grade 2	75	14.6
											Grade 3	95	18.5
											Grade 4	88	17.2
											Grade 5	88	17.2
											Total	513	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.1	≤5.0	25.6

Other Participation

Students now or have in the past received FARMS[2] = 22.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Autism (K–2)
Elementary Home School Model
Elementary Home School Model (3–5)
Elementary Home School Model (K–2)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
School/Community-Based
School/Community-Based (2–5)
School/Community-Based (K–1)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Sherwood Elementary School - #501

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	4.5	0.0	81.8	2.3	90.9	9.1			
Supporting Services	4.5	18.2	22.7	54.5	0.0	81.8	18.2	115	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 20.0

Grades 1 to 3 = 24.7 Grades 4 to 5 = 29.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	36.4	45.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	11.061
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	17.000	**Instructional Support Total**	13.061
Staff Development	1.000		
ESOL	0.600	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.500
Instrumental Music	0.400	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	13.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	0.750
Other Professional Total	3.800		
Total Professional	44.800	**Total Supporting Services**	21.811

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1977	--	10.9	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	19	3	0	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
564	564	511	497	474	473	462	468

School Personnel Costs

Professional Salaries	$3,593,560
Supporting Services Salaries	$879,613
Employee Benefits	$1,088,754
Total Allocated Cost	**$5,561,927**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Sargent Shriver Elementary School - #779

Principal: Mrs. Zoraida Brown
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools:

12518 Greenly Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/shriverES/

Office Phone: (301) 929-4426
Fax Number: (301) 929-4428
Cluster Name: Downcounty Consortium, Wheaton
Receiving Schools: Argyle, Loiderman, Parkland

2015–2016 Enrollment = 756													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**7.7**	**11.9**	**75.7**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	37	4.9
ESOL	**47.0**	20.2	26.7	≤5.0	≤5.0	≤5.0	41.5	≤5.0	≤5.0	≤5.0	Full-Day K	105	13.9
FARMS	**81.9**	41.9	39.9	≤5.0	≤5.0	9.4	65.6	≤5.0	≤5.0	≤5.0	Grade 1	108	14.3
SPED	**7.4**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 2	123	16.3
											Grade 3	145	19.2
											Grade 4	136	18.0
											Grade 5	102	13.5
											Total	756	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 88.2%	Attendance Rate[2] [3] = 94.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.2%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Focused Academic Support: Federal Title 1 Funds
Linkages to Learning
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Sargent Shriver Elementary School - #779

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	9.7	6.9	73.6	2.8	94.4	5.6			
Supporting Services	8.3	8.3	37.5	45.8	0.0	83.3	16.7	206	98.1	1.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 19.2 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
40.3	38.9	20.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.250
Principal Intern		Special Education	2.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	36.800	**Instructional Support Total**	9.375
Staff Development	1.000		
ESOL	8.500	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	0.812
Music	1.500	Lunch Hour Aide	2.250
Instrumental Music	0.200	**Other Support Total**	5.062
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	64.000	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	2.062
Other Professional Total	3.700		
Total Professional	69.700	**Total Supporting Services**	22.999

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	2006	9.2	Y	Y	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	24	4	1	1	7	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
673	673	764	741	712	701	705	717

School Personnel Costs

Professional Salaries	$4,748,234
Supporting Services Salaries	$920,095
Employee Benefits	$1,420,688
Total Allocated Cost	**$7,089,017**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Flora M. Singer Elementary School - #770

Principal: Mr. Kyle J. Heatwole
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

2600 Hayden Drive Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/singeres/

Office Phone: (301) 649-8000
Fax Number: (301) 649-8011
Cluster Name: Downcounty Consortium
Receiving Schools: Newport Mill

2015–2016 Enrollment = 735													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.3**	**53.7**	**≤5.0**	**6.9**	**13.6**	**39.2**	**≤5.0**	**35.9**	**≤5.0**	Pre-K	19	2.6
ESOL	**27.9**	12.7	15.2	≤5.0	≤5.0	≤5.0	21.9	≤5.0	≤5.0	≤5.0	Full-Day K	129	17.6
FARMS	**41.2**	19.5	21.8	≤5.0	≤5.0	6.8	29.7	≤5.0	≤5.0	≤5.0	Grade 1	137	18.6
SPED	**17.0**	5.4	11.6	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	Grade 2	124	16.9
											Grade 3	120	16.3
											Grade 4	108	14.7
											Grade 5	98	13.3
											Total	735	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.0	23.2	24.8

Other Participation	
Students now or have in the past received FARMS[2] = 47.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.2%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Elementary Learning Center
Focused Academic Support - Local Funds
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Flora M. Singer Elementary School - #770

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	7.4	7.4	79.4	2.9	92.6	7.4			
Supporting Services	8.3	22.2	16.7	52.8	0.0	88.9	11.1	192	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 18.3 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	58.8	23.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	13.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	29.000	**Instructional Support Total**	17.625
Staff Development	1.000		
ESOL	4.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.375
Instrumental Music	0.500	**Other Support Total**	4.375
Preschool	0.500		
Special Education:		Building Services	
Classroom	12.500	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	58.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	1.750
Other Professional Total	4.400		
Total Professional	65.300	**Total Supporting Services**	29.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2012	--	12.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	24	4	1	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
680	680	769	778	774	763	747	731

School Personnel Costs

Professional Salaries	$4,688,290
Supporting Services Salaries	$1,123,472
Employee Benefits	$1,467,837
Total Allocated Cost	**$7,279,599**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Sligo Creek Elementary School - #517

Principal: Mrs. Diantha R. Swift
Director: Mr. Matthew A. Devan
School Hours: 9:25 - 3:50
Feeder Schools:

500 Schuyler Road Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/sligocreekes/

Office Phone: (301) 562-2722
Fax Number: (301) 562-2717
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2015–2016 Enrollment = 647

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**≤5.0**	**24.1**	**11.4**	**≤5.0**	**52.2**	**7.4**	Pre-K	0	0.0
ESOL	**10.4**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	105	16.2
FARMS	**13.4**	6.0	7.4	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	121	18.7
SPED	**9.3**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	113	17.5
											Grade 3	98	15.1
											Grade 4	111	17.2
											Grade 5	99	15.3
											Total	647	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	20.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Asperger's Program
Elementary Home School Model
Elementary Home School Model (Inclusion)
Math Enhanced Program
Outdoor Educational Program
Positive Behavioral Interventions and Supports (PBIS)
Reading/Language Arts Program
Resource (K–5)
Total French Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Sligo Creek Elementary School - #517

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.2	8.7	4.3	80.4	4.3	91.3	8.7			
Supporting Services	4.3	30.4	17.4	43.5	4.3	82.6	17.4	144	91.7	8.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size Kindergarten = 21.4

Grades 1 to 3 = 25.2 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.1	28.3	45.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	5.498
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	21.200	**Instructional Support Total**	8.622
Staff Development	1.000		
ESOL	1.100	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	2.000
Instrumental Music	0.300	**Other Support Total**	4.000
Preschool			
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	
Other Professional Total	2.800		
Total Professional	44.200	**Total Supporting Services**	18.122

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1999	15.6	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	22	4	0	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
647	647	654	646	658	653	643	647

School Personnel Costs

Professional Salaries	$3,320,957
Supporting Services Salaries	$729,488
Employee Benefits	$1,036,632
Total Allocated Cost	**$5,087,077**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Somerset Elementary School - #405

Principal: Ms. Kelly Morris
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools:

5811 Warwick Place Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/somersetes/

Office Phone: (301) 657-4985
Fax Number: (301) 657-4907
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2015–2016 Enrollment = 569													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**9.0**	**≤5.0**	**16.2**	**≤5.0**	**62.7**	**8.1**	Pre-K	0	0.0
ESOL	**18.1**	9.3	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.7	≤5.0	Full-Day K	91	16.0
FARMS	**8.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	108	19.0
SPED	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	16.3
											Grade 3	92	16.2
											Grade 4	83	14.6
											Grade 5	102	17.9
											Total	569	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.6	5.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 8.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.7%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (3–5)
Elementary Home School Model (K–2)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Somerset Elementary School - #405

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	4.7	2.3	83.7	0.0	90.7	9.3			
Supporting Services	7.1	14.3	14.3	64.3	0.0	64.3	35.7	124	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 22.8

Grades 1 to 3 = 24.6 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.3	39.5	37.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	20.000	**Instructional Support Total**	4.499
Staff Development	1.000		
ESOL	1.700	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.748
Instrumental Music	0.300	**Other Support Total**	3.748
Preschool			
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.750
Other Professional Total	2.400		
Total Professional	40.800	**Total Supporting Services**	13.497

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	2005	3.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	18	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
515	515	571	564	554	541	515	503

School Personnel Costs

Professional Salaries	$3,218,626
Supporting Services Salaries	$573,857
Employee Benefits	$922,452
Total Allocated Cost	**$4,714,935**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

South Lake Elementary School - #564

Principal: Ms. Celeste D. King
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

18201 Contour Road Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/southlakees/

Office Phone: (301) 840-7141
Fax Number: (301) 840-4549
Cluster Name: Watkins Mill
Receiving Schools: Neelsville

2015–2016 Enrollment = 814													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**6.6**	**27.6**	**60.2**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	60	7.4
ESOL	**52.2**	25.8	26.4	≤5.0	≤5.0	5.7	41.5	≤5.0	≤5.0	≤5.0	Full-Day K	123	15.1
FARMS	**85.7**	40.5	45.2	≤5.0	≤5.0	23.3	54.3	≤5.0	≤5.0	≤5.0	Grade 1	139	17.1
SPED	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	147	18.1
											Grade 3	128	15.7
											Grade 4	110	13.5
											Grade 5	107	13.1
											Total	814	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 90.4%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 28.8%	Suspension Rate[2] [3] [4] = --

School Programs
Focused Academic Support - Federal Title I Funds
Gifted and Talented/Learning Disabled
Head Start
Linkages to Learning
Multidisciplinary Educational Training and Support (METS)
Prekindergarten
Resource
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

South Lake Elementary School - #564

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	16.2	9.5	70.3	0.0	89.2	10.8			
Supporting Services	3.8	30.8	19.2	46.2	0.0	80.8	19.2	237	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 15.1

Grades 1 to 3 = 17.5 Grades 4 to 5 = 20.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.5	28.4	35.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	10.150
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	37.100	**Instructional Support Total**	11.525
Staff Development	1.000		
ESOL	10.600	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.000	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.249
Instrumental Music	0.300	**Other Support Total**	4.499
Preschool	2.000		
Special Education:		Building Services	
Classroom	2.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	65.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.125
Other Professional Total	3.500		
Total Professional	70.900	**Total Supporting Services**	22.149

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	10.2	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	26	5	2	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
716	716	826	835	826	796	776	770

School Personnel Costs

Professional Salaries	$5,114,742
Supporting Services Salaries	$881,751
Employee Benefits	$1,568,570
Total Allocated Cost	**$7,565,063**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Stedwick Elementary School - #568

Principal: Dr. Margaret Pastor
Director: Mr. Michael D. Bayewitz
School Hours: 9:25 - 3:50
Feeder Schools:

10631 Stedwick Road Gaithersburg, MD 20886
www.montgomeryschoolsmd.org/schools/stedwickes/

Office Phone: (301) 840-7187
Fax Number: (301) 548-7532
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village, Neelsville

2015–2016 Enrollment = 580

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**5.2**	**30.9**	**43.3**	**≤5.0**	**13.8**	**6.4**	Pre-K	42	7.2
ESOL	**34.3**	17.1	17.2	≤5.0	≤5.0	5.5	25.0	≤5.0	≤5.0	≤5.0	Full-Day K	88	15.2
FARMS	**60.3**	29.1	31.2	≤5.0	≤5.0	20.3	33.4	≤5.0	≤5.0	≤5.0	Grade 1	106	18.3
SPED	**11.7**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 2	97	16.7
											Grade 3	89	15.3
											Grade 4	98	16.9
											Grade 5	60	10.3
											Total	580	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.4	≤5.0	42.6

Other Participation

Students now or have in the past received FARMS[2] = 65.7%
Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.3%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Local Funds
Learning for Independence
Prekindergarten
Project Based Learning

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Stedwick Elementary School - #568

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	15.4	3.8	76.9	3.8	84.6	15.4			
Supporting Services	9.5	19.0	28.6	42.9	0.0	81.0	19.0	161	92.5	7.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 17.2

Grades 1 to 3 = 19.4 Grades 4 to 5 = 21.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	38.5	48.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.749
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	24.300	**Instructional Support Total**	6.999
Staff Development	1.000		
ESOL	3.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.100	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.625
Other Professional Total	3.100		
Total Professional	48.200	**Total Supporting Services**	18.749

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	23	6	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
639	639	598	593	603	599	593	592

School Personnel Costs

Professional Salaries	$3,946,070
Supporting Services Salaries	$756,061
Employee Benefits	$1,255,546
Total Allocated Cost	**$5,957,677**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Stone Mill Elementary School - #653

Principal: Ms. Kimberly A. Williams
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

14323 Stonebridge View Drive North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/stonemilles/

Office Phone: (301) 279-4975
Fax Number: (301) 279-4979
Cluster Name: Thomas S. Wootton
Receiving Schools: Cabin John

2015–2016 Enrollment = 644													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**49.2**	**12.6**	**5.4**	**≤5.0**	**28.4**	**≤5.0**	Pre-K	55	8.5
ESOL	**10.6**	≤5.0	6.2	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	84	13.0
FARMS	**9.3**	≤5.0	5.4	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	88	13.7
SPED	**12.3**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	97	15.1
											Grade 3	109	16.9
											Grade 4	108	16.8
											Grade 5	103	16.0
											Total	644	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	27.8	13.9	58.2

Other Participation	
Students now or have in the past received FARMS[2] = 13.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%	Suspension Rate[2] [3] [4] = --

School Programs
PEP Beginnings
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Stone Mill Elementary School - #653

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	3.7	1.9	88.9	0.0	94.4	5.6			
Supporting Services	27.3	9.1	18.2	45.5	0.0	81.8	18.2	124	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.3

Average Class Size Kindergarten = 21.5

Grades 1 to 3 = 24.4 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	40.7	53.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	6.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.500
Classroom	20.200	**Instructional Support Total**	8.998
Staff Development	1.000		
ESOL	1.400	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.750
Instrumental Music	0.400	**Other Support Total**	4.750
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.250
Other Professional Total	5.600		
Total Professional	46.600	**Total Supporting Services**	19.498

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	11.8	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	5	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
654	654	629	610	591	581	585	589

School Personnel Costs

Professional Salaries	$3,944,999
Supporting Services Salaries	$816,665
Employee Benefits	$1,248,308
Total Allocated Cost	**$6,009,972**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Stonegate Elementary School - #316

Principal: Mrs. Linda M. Jones
Director: Ms. Audra M. Fladung
School Hours: 9:00 - 3:25
Feeder Schools:

14811 Notley Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/stonegatees/

Office Phone: (301) 989-5668
Fax Number: (301) 989-5671
Cluster Name: Northeast Consortium
Receiving Schools: Farquhar, White Oak

2015–2016 Enrollment = 494													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**15.2**	**33.0**	**17.2**	**≤5.0**	**25.1**	**9.1**	Pre-K	0	0.0
ESOL	**10.5**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	70	14.2
FARMS	**24.9**	13.6	11.3	≤5.0	≤5.0	10.1	8.1	≤5.0	≤5.0	≤5.0	Grade 1	88	17.8
SPED	**13.2**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	83	16.8
											Grade 3	85	17.2
											Grade 4	84	17.0
											Grade 5	84	17.0
											Total	494	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	49.2	≤5.0	50.8

Other Participation	
Students now or have in the past received FARMS[2] = 29.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.6%	Suspension Rate[2] [3] [4] = --

School Programs
Learning for Independence (K–5)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Stonegate Elementary School - #316

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.7	10.8	5.4	78.4	2.7	83.8	16.2			
Supporting Services	16.7	27.8	5.6	50.0	0.0	72.2	27.8	110	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.8

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 27.3 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.3	43.2	32.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	5.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.900	**Instructional Support Total**	7.500
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.774
Instrumental Music	0.300	**Other Support Total**	3.774
Preschool			
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.200	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.750
Other Professional Total	3.000		
Total Professional	34.200	**Total Supporting Services**	15.524

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.3	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	13	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
395	508	483	473	463	456	443	440

School Personnel Costs

Professional Salaries	$2,499,243
Supporting Services Salaries	$604,038
Employee Benefits	$817,279
Total Allocated Cost	**$3,920,560**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Strathmore Elementary School - #822

Principal: Mrs. Tivinia G. Nelson
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools: Bel Pre

3200 Beaverwood Lane Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/strathmorees/

Office Phone: (301) 460-2135
Fax Number: (301) 460-2137
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 473													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**5.7**	**41.6**	**43.3**	**≤5.0**	**6.1**	**≤5.0**	Pre-K	0	0.0
ESOL	**20.9**	8.7	12.3	≤5.0	≤5.0	≤5.0	14.6	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**60.7**	29.0	31.7	≤5.0	≤5.0	24.3	31.5	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**13.1**	≤5.0	9.9	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	155	32.8
											Grade 4	154	32.6
											Grade 5	164	34.7
											Total	473	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.0	≤5.0	17.7

Other Participation	
Students now or have in the past received FARMS[2] = 74.6%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.0%	Suspension Rate[2] [3] [4] = --

School Programs
Cosmic Kids
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
One Dream Academy
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based
School/Community-Based (2–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Strathmore Elementary School - #822

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.5	20.0	2.5	70.0	5.0	90.0	10.0			
Supporting Services	4.0	28.0	12.0	48.0	4.0	84.0	16.0	101	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = --

Grades 1 to 3 = 24.8 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	37.5	45.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	9.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten		**Instructional Support Total**	13.000
Classroom	20.700		
Staff Development	1.000		
ESOL	1.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.500
Instrumental Music	0.400	**Other Support Total**	3.500
Preschool			
Special Education:			
Classroom	10.500	**Building Services**	
Resource Program		Manager	1.000
Teachers Total	36.700	Leader	2.000
		Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.687
Other Professional Total	2.800		
Total Professional	41.500	**Total Supporting Services**	21.687

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	18	4	0	0	0	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
439	439	470	482	478	479	467	471

School Personnel Costs

Professional Salaries	$3,344,048
Supporting Services Salaries	$836,333
Employee Benefits	$991,803
Total Allocated Cost	**$5,172,184**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Strawberry Knoll Elementary School - #569

Principal: Mr. Egon (Frank) F. Kaplan
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

18820 Strawberry Knoll Road Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/strawberryknolles/

Office Phone: (301) 840-7112
Fax Number: (301) 840-7114
Cluster Name: Gaithersburg
Receiving Schools: Gaithersburg MS

2015–2016 Enrollment = 619

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**13.2**	**29.1**	**37.8**	**≤5.0**	**12.9**	**6.1**	Pre-K	72	11.6
ESOL	**21.0**	10.5	10.5	≤5.0	≤5.0	≤5.0	15.8	≤5.0	≤5.0	≤5.0	Full-Day K	103	16.6
FARMS	**48.0**	23.7	24.2	≤5.0	≤5.0	17.1	23.4	≤5.0	≤5.0	≤5.0	Grade 1	87	14.1
SPED	**16.3**	≤5.0	12.6	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 2	90	14.5
											Grade 3	91	14.7
											Grade 4	90	14.5
											Grade 5	86	13.9
											Total	619	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.3	≤5.0	31.7

Other Participation

Students now or have in the past received FARMS[2] = 57.2%
Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.9%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Elementary Home School Model (Inclusion)
Language Disabilities (Prekindergarten)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Strawberry Knoll Elementary School - #569

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.5	10.3	4.4	82.4	1.5	88.2	11.8			
Supporting Services	15.2	12.1	24.2	48.5	0.0	78.8	21.2	160	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.1

Average Class Size Kindergarten = 16.7

Grades 1 to 3 = 19.0 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	29.4	52.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.150
Principal Intern		Special Education	14.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	25.000	**Instructional Support Total**	18.150
Staff Development	1.000		
ESOL	2.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	2.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.750
Instrumental Music	0.300	**Other Support Total**	4.750
Preschool	1.300		
Special Education:		Building Services	
Classroom	13.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.700	Food Services	1.812
Other Professional Total	5.700		
Total Professional	61.200	**Total Supporting Services**	29.712

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.8	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	14	4	2	0	5	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
481	481	645	642	642	640	644	625

School Personnel Costs

Professional Salaries	$5,029,922
Supporting Services Salaries	$1,257,281
Employee Benefits	$1,565,328
Total Allocated Cost	**$7,852,531**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Summit Hall Elementary School - #563

Principal: Mr. Keith R. Jones
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

101 West Deer Park Road Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/summithalles/

Office Phone: (301) 840-7127
Fax Number: (301) 548-7543
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2015–2016 Enrollment = 674													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.9**	**53.1**	**≤5.0**	**≤5.0**	**20.0**	**70.5**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	65	9.6
ESOL	**51.6**	22.3	29.4	≤5.0	≤5.0	≤5.0	45.5	≤5.0	≤5.0	≤5.0	Full-Day K	116	17.2
FARMS	**81.2**	37.2	43.9	≤5.0	≤5.0	15.1	60.8	≤5.0	≤5.0	≤5.0	Grade 1	106	15.7
SPED	**10.8**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0	Grade 2	118	17.5
											Grade 3	96	14.2
											Grade 4	94	13.9
											Grade 5	79	11.7
											Total	674	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 86.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.1%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model (Inclusion)
Focused Academic Support - Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Summit Hall Elementary School - #563

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	1.5	3.0	89.4	0.0	92.4	7.6			
Supporting Services	8.3	16.7	37.5	37.5	0.0	79.2	20.8	164	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 19.9 Grades 4 to 5 = 21.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	45.5	37.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.924
Principal Intern		Special Education	5.248
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	30.600	**Instructional Support Total**	11.172
Staff Development	1.000		
ESOL	7.200	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.873
Instrumental Music	0.300	**Other Support Total**	3.873
Preschool	2.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	2.125
Other Professional Total	3.700		
Total Professional	63.900	**Total Supporting Services**	22.170

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.2	Y	N	10

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	15	4	2	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
466	466	682	686	694	676	675	657

School Personnel Costs

Professional Salaries	$4,910,109
Supporting Services Salaries	$864,192
Employee Benefits	$1,401,023
Total Allocated Cost	**$7,175,324**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

7511 Holly Avenue Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/takomaparkes/

Office Phone: (301) 650-6414
Fax Number: (301) 650-6526
Cluster Name: Downcounty Consortium
Receiving Schools: Piney Branch

2015–2016 Enrollment = 703

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.8**	**48.2**	**≤5.0**	**≤5.0**	**35.6**	**16.9**	**≤5.0**	**37.3**	**6.8**	Pre-K	24	3.4
ESOL	**29.0**	14.9	14.1	≤5.0	≤5.0	15.5	10.7	≤5.0	≤5.0	≤5.0	Full-Day K	216	30.7
FARMS	**36.0**	20.5	15.5	≤5.0	≤5.0	22.9	10.2	≤5.0	≤5.0	≤5.0	Grade 1	233	33.1
SPED	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	230	32.7
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	703	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.8	7.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 39.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Local Funds
Prekindergarten
Primary Magnet Program
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Takoma Park Elementary School - #754

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	22.8	12.3	57.9	3.5	86.0	14.0			
Supporting Services	0.0	33.3	44.4	22.2	0.0	61.1	38.9	176	97.7	2.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 21.7

Grades 1 to 3 = 20.0 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.3	40.4	40.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	10.000	Instructional Data Assistant	0.500
Classroom	25.700	**Instructional Support Total**	4.000
Staff Development	1.000		
ESOL	4.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.874
Instrumental Music		**Other Support Total**	3.874
Preschool	0.500		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.000	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	0.750
Other Professional Total	2.900		
Total Professional	51.900	**Total Supporting Services**	14.124

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1979	--	4.7	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	22	4	2	0	10	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
636	636	715	696	672	655	655	654

School Personnel Costs

Professional Salaries	$3,930,340
Supporting Services Salaries	$502,924
Employee Benefits	$1,141,969
Total Allocated Cost	**$5,575,233**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Travilah Elementary School - #216

Principal: Mrs. Susan Shenk
Director: Mr. Pat D. Abrunzo
School Hours: 9:25 - 3:50
Feeder Schools:

13801 DuFief Mill Road North Potomac, MD 20878

www.montgomeryschoolsmd.org/schools/travilahes/

Office Phone: (301) 840-7153
Fax Number: (301) 670-8230
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2015–2016 Enrollment = 389													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.5**	**46.5**	**≤5.0**	**45.5**	**5.4**	**5.4**	**≤5.0**	**38.6**	**≤5.0**	Pre-K	3	0.8
ESOL	**10.8**	5.7	5.1	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	40	10.3
FARMS	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	60	15.4
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	67	17.2
											Grade 3	78	20.1
											Grade 4	57	14.7
											Grade 5	84	21.6
											Total	389	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 8.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.9%	Suspension Rate[2] [3] [4] = --

School Programs
Preschool Education Program (PEP)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Travilah Elementary School - #216

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	0.0	3.3	90.0	0.0	90.0	10.0			
Supporting Services	20.0	26.7	0.0	53.3	0.0	66.7	33.3	86	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten = 20.5

Grades 1 to 3 = 23.0 Grades 4 to 5 = 28.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	53.3	36.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	0.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	1.000
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	14.400	**Instructional Support Total**	3.250
Staff Development	1.000		
ESOL	0.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	2.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	27.100	**Total Supporting Services**	11.374

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1992	9.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	20	3	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
522	522	375	377	357	351	352	359

School Personnel Costs

Professional Salaries	$2,246,903
Supporting Services Salaries	$463,066
Employee Benefits	$719,998
Total Allocated Cost	**$3,429,967**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Twinbrook Elementary School - #206

Principal: Mrs. Karen P. Johnson
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

5911 Ridgway Avenue Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/twinbrookes/

Office Phone: (301) 230-5925
Fax Number: (301) 230-5929
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2015–2016 Enrollment = 547

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**13.0**	**9.3**	**61.1**	**≤5.0**	**13.0**	**≤5.0**	Pre-K	64	11.7
ESOL	**49.0**	23.0	26.0	≤5.0	6.9	≤5.0	38.4	≤5.0	≤5.0	≤5.0	Full-Day K	92	16.8
FARMS	**65.3**	31.1	34.2	≤5.0	7.9	5.1	46.8	≤5.0	≤5.0	≤5.0	Grade 1	73	13.3
SPED	**10.4**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	101	18.5
											Grade 3	72	13.2
											Grade 4	75	13.7
											Grade 5	70	12.8
											Total	547	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 75.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Head Start
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Twinbrook Elementary School - #206

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	11.8	5.9	70.6	0.0	94.1	5.9			
Supporting Services	18.2	27.3	27.3	22.7	0.0	77.3	22.7	154	98.7	1.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 18.6 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.6	37.3	41.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.908
Principal Intern		Special Education	3.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	21.600	**Instructional Support Total**	8.407
Staff Development	1.000		
ESOL	5.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.499
Instrumental Music	0.200	**Other Support Total**	3.499
Preschool	1.600		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.875
Other Professional Total	3.000		
Total Professional	47.600	**Total Supporting Services**	18.781

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1986	10.5	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	6	2	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
563	563	553	560	573	558	569	564

School Personnel Costs

Professional Salaries	$3,668,699
Supporting Services Salaries	$816,307
Employee Benefits	$1,201,900
Total Allocated Cost	**$5,686,906**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Viers Mill Elementary School - #772

Principal: Mr. Michael Powell | 11711 Joseph Mill Road Silver Spring, MD 20906 | Office Phone: (301) 929-2165
Director: Mrs. Cheryl L. Smith | | Fax Number: (301) 929-6977
School Hours: 9:00 - 3:25 | www.montgomeryschoolsmd.org/schools/viersmilles/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 681

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**9.0**	**10.0**	**61.7**	**≤5.0**	**16.4**	**≤5.0**	Pre-K	110	16.2
ESOL	**43.6**	21.7	21.9	≤5.0	≤5.0	≤5.0	37.7	≤5.0	≤5.0	≤5.0	Full-Day K	90	13.2
FARMS	**67.1**	34.2	32.9	≤5.0	≤5.0	6.8	52.3	≤5.0	≤5.0	≤5.0	Grade 1	112	16.4
SPED	**17.3**	≤5.0	12.5	≤5.0	≤5.0	≤5.0	10.4	≤5.0	≤5.0	≤5.0	Grade 2	92	13.5
											Grade 3	109	16.0
											Grade 4	100	14.7
											Grade 5	68	10.0
											Total	681	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.6	≤5.0	25.4

Other Participation

Students now or have in the past received FARMS[2] = 70.8%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.7%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support - Local Funds
Head Start
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
School Based Health Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Viers Mill Elementary School - #772

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	5.2	9.1	77.9	2.6	87.0	13.0			
Supporting Services	9.4	12.5	21.9	56.3	0.0	87.5	12.5	187	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.9

Average Class Size Kindergarten = 15.5

Grades 1 to 3 = 17.3 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	41.6	41.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.220
Principal Intern		Special Education	11.624
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	29.600	**Instructional Support Total**	17.844
Staff Development	1.000		
ESOL	6.300	**Other Support**	
Reading/Literacy	1.400	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.055
Instrumental Music	0.300	**Other Support Total**	5.055
Preschool	1.600		
Special Education:		**Building Services**	
Classroom	15.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	64.600	Worker	5.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	3.300	**Food Services**	1.875
Other Professional Total	5.300		
Total Professional	71.900	**Total Supporting Services**	31.774

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1991	10.5	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	24	4	2	0	7	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
743	743	720	716	707	709	699	707

School Personnel Costs

Professional Salaries	$5,587,830
Supporting Services Salaries	$1,266,767
Employee Benefits	$1,680,973
Total Allocated Cost	**$8,535,570**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Washington Grove Elementary School - #552

Principal: Mrs. Susan B. Barranger
Director: Mr. Eric A. Wilson
School Hours: 9:25 - 3:50
Feeder Schools:

8712 Oakmont Street Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/washingtongrovees/

Office Phone: (301) 840-7120
Fax Number: (301) 840-4523
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2015–2016 Enrollment = 444

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.7**	**56.3**	**≤5.0**	**9.0**	**22.1**	**55.2**	**≤5.0**	**11.5**	**≤5.0**	Pre-K	145	32.7
ESOL	**50.5**	25.0	25.5	≤5.0	≤5.0	≤5.0	37.6	≤5.0	≤5.0	≤5.0	Full-Day K	54	12.2
FARMS	**74.3**	32.4	41.9	≤5.0	≤5.0	17.3	46.6	≤5.0	≤5.0	≤5.0	Grade 1	50	11.3
SPED	**20.5**	≤5.0	15.5	≤5.0	≤5.0	≤5.0	11.3	≤5.0	≤5.0	≤5.0	Grade 2	57	12.8
											Grade 3	50	11.3
											Grade 4	43	9.7
											Grade 5	45	10.1
											Total	444	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.1	≤5.0	53.8

Other Participation

Students now or have in the past received FARMS[2] = 74.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support - Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Program of Assessment, Diagnosis and Instruction (PADI)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Washington Grove Elementary School - #552

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	3.7	14.8	75.9	0.0	87.0	13.0			
Supporting Services	21.4	25.0	21.4	28.6	3.6	78.6	21.4	106	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.0

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 17.3 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	38.9	51.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.875
Principal Intern		Special Education	9.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	17.200	**Instructional Support Total**	14.375
Staff Development	1.000		
ESOL	5.600	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool	3.500		
Special Education:		Building Services	
Classroom	12.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.000	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	3.100	Food Services	1.187
Other Professional Total	5.100		
Total Professional	52.100	**Total Supporting Services**	24.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1984	10.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	4	3	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
623	623	465	497	525	553	591	632

School Personnel Costs

Professional Salaries	$4,306,152
Supporting Services Salaries	$1,015,400
Employee Benefits	$1,342,383
Total Allocated Cost	**$6,663,935**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Waters Landing Elementary School - #109

Principal: Ms. Srelyne Harris
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
Feeder Schools:

13100 Waters Landing Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/waterslandinges/

Office Phone: (301) 353-0915
Fax Number: (301) 601-0392
Cluster Name: Seneca Valley
Receiving Schools: King

2015–2016 Enrollment = 705													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**5.4**	**37.9**	**35.3**	**≤5.0**	**14.6**	**6.5**	Pre-K	0	0.0
ESOL	**23.0**	12.8	10.2	≤5.0	≤5.0	≤5.0	17.9	≤5.0	≤5.0	≤5.0	Full-Day K	124	17.6
FARMS	**52.3**	25.8	26.5	≤5.0	≤5.0	25.0	23.3	≤5.0	≤5.0	≤5.0	Grade 1	119	16.9
SPED	**10.2**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	137	19.4
											Grade 3	117	16.6
											Grade 4	115	16.3
											Grade 5	93	13.2
											Total	705	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.5	8.3	29.2

Other Participation	
Students now or have in the past received FARMS[2] = 60.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.3%	Suspension Rate[2] [3] [4] = --

School Programs
Elementary Home School Model
Focused Academic Support - Local Funds
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Waters Landing Elementary School - #109

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.3	9.7	1.6	77.4	0.0	87.1	12.9			
Supporting Services	7.4	33.3	11.1	48.1	0.0	77.8	22.2	199	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 16.9

Grades 1 to 3 = 19.9 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.8	33.9	40.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.437
Principal Intern		Special Education	9.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	32.200	**Instructional Support Total**	14.124
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.686
Instrumental Music	0.200	**Other Support Total**	4.686
Preschool			
Special Education:		Building Services	
Classroom	11.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	57.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.687
Other Professional Total	3.300		
Total Professional	62.900	**Total Supporting Services**	26.497

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	30	3	0	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
776	776	729	740	752	752	763	760

School Personnel Costs

Professional Salaries	$4,792,524
Supporting Services Salaries	$1,092,311
Employee Benefits	$1,408,976
Total Allocated Cost	**$7,293,811**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Watkins Mill Elementary School - #561

Principal: Dr. Harold A. Barber
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

19001 Watkins Mill Road Montgomery Village, MD 20886
www.montgomeryschoolsmd.org/schools/watkinsmilles/

Office Phone: (301) 840-7181
Fax Number: (301) 840-5319
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village

2015–2016 Enrollment = 672

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**8.5**	**33.5**	**49.0**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	40	6.0
ESOL	**45.2**	20.2	25.0	≤5.0	≤5.0	≤5.0	35.1	≤5.0	≤5.0	≤5.0	Full-Day K	116	17.3
FARMS	**75.6**	35.4	40.2	≤5.0	≤5.0	25.4	41.5	≤5.0	≤5.0	≤5.0	Grade 1	93	13.8
SPED	**17.1**	≤5.0	12.2	≤5.0	≤5.0	5.4	9.4	≤5.0	≤5.0	≤5.0	Grade 2	109	16.2
											Grade 3	103	15.3
											Grade 4	110	16.4
											Grade 5	101	15.0
											Total	672	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	33.0	12.2	54.8

Other Participation

Students now or have in the past received FARMS[2] = 83.3%
Attendance Rate[2] [3] = 94.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 24.6%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Federal Title I Funds
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)
School-Based Learning Center

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Watkins Mill Elementary School - #561

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	12.1	10.6	72.7	0.0	87.9	12.1			
Supporting Services	9.7	32.3	25.8	32.3	0.0	83.9	16.1	200	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 19.3 Grades 4 to 5 = 22.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.7	28.8	51.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.337
Principal Intern		Special Education	8.434
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	28.600	**Instructional Support Total**	15.771
Staff Development	1.000		
ESOL	5.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool	1.500		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	54.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	1.875
Other Professional Total	4.400		
Total Professional	60.800	**Total Supporting Services**	26.021

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	25	4	2	0	5	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
720	720	667	661	660	659	661	662

School Personnel Costs

Professional Salaries	$4,981,692
Supporting Services Salaries	$1,009,834
Employee Benefits	$1,580,448
Total Allocated Cost	**$7,571,974**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Wayside Elementary School - #235

Principal: Mrs. Donna E. Michela
Director: Dr. Sarah E. Sirgo
School Hours: 9:25 - 3:50
Feeder Schools:

10011 Glen Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/waysidees/

Office Phone: (301) 279-8484
Fax Number: (301) 279-3326
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2015–2016 Enrollment = 524													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**38.9**	**6.9**	**6.5**	**≤5.0**	**42.0**	**5.7**	Pre-K	13	2.5
ESOL	**11.5**	≤5.0	6.5	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	54	10.3
FARMS	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	77	14.7
SPED	**9.2**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	102	19.5
											Grade 3	98	18.7
											Grade 4	90	17.2
											Grade 5	90	17.2
											Total	524	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	43.8	≤5.0	56.3

Other Participation	
Students now or have in the past received FARMS[2] = 7.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.8%	Suspension Rate[2] [3] [4] = --

School Programs
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Wayside Elementary School - #235

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	0.0	2.4	87.8	0.0	92.7	7.3			
Supporting Services	16.0	12.0	16.0	56.0	0.0	76.0	24.0	127	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.1

Average Class Size Kindergarten = 25.5

Grades 1 to 3 = 24.7 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	34.1	51.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	**Instructional Support Total**	8.750
Classroom	19.000		
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:			
Classroom	5.200	Building Services	
Resource Program		Manager	1.000
Teachers Total	32.000	Leader	1.000
		Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	0.750
Other Professional Total	3.700		
Total Professional	37.700	**Total Supporting Services**	17.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	26	4	0	0	2	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
672	641	523	523	515	504	510	526

School Personnel Costs

Professional Salaries	$3,002,350
Supporting Services Salaries	$704,166
Employee Benefits	$981,137
Total Allocated Cost	**$4,687,653**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Weller Road Elementary School - #777

Principal: Ms. Michaele O. Simmons | 3301 Weller Road Silver Spring, MD 20906 | Office Phone: (301) 929-2010
Director: Mrs. Cheryl L. Smith | | Fax Number: (301) 929-2284
School Hours: 9:00 - 3:25 | www.montgomeryschoolsmd.org/schools/wellerroades/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 709

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**9.4**	**9.6**	**74.6**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	90	12.7
ESOL	**44.7**	21.2	23.6	≤5.0	≤5.0	≤5.0	39.1	≤5.0	≤5.0	≤5.0	Full-Day K	98	13.8
FARMS	**75.5**	38.4	37.1	≤5.0	6.1	6.5	59.7	≤5.0	≤5.0	≤5.0	Grade 1	119	16.8
SPED	**10.0**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	Grade 2	95	13.4
											Grade 3	108	15.2
											Grade 4	95	13.4
											Grade 5	104	14.7
											Total	709	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 84.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.5%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
PEP Pilot
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Comprehensive
Resource
School Based Health Center
Speech [PK–5]

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Weller Road Elementary School - #777

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.7	11.3	6.5	72.6	0.0	93.5	6.5			
Supporting Services	19.2	30.8	19.2	30.8	0.0	80.8	19.2	181	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 16.2

Grades 1 to 3 = 19.1 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.5	41.9	22.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.500
Principal Intern		Special Education	1.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	27.800	**Instructional Support Total**	8.125
Staff Development	1.000		
ESOL	6.400	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.200	Parent/Community Coord	1.000
Music	1.200	Lunch Hour Aide	1.750
Instrumental Music	0.300	**Other Support Total**	5.750
Preschool	3.000		
Special Education:		Building Services	
Classroom	2.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.300	Worker	5.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.937
Other Professional Total	3.800		
Total Professional	57.100	**Total Supporting Services**	22.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	2013	11.1	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	27	7	3	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
772	772	711	718	716	706	709	710

School Personnel Costs

Professional Salaries	$3,789,431
Supporting Services Salaries	$894,494
Employee Benefits	$1,251,936
Total Allocated Cost	**$5,935,861**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Westbrook Elementary School - #408

Principal: Ms. Jennifer S. Lane
Director: Mrs. Cheryl L. Smith
School Hours: 9:00 - 3:25
Feeder Schools:

5110 Allan Terrace Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/westbrookes/

Office Phone: (301) 320-6506
Fax Number: (301) 320-6615
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2015–2016 Enrollment = 437

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.4**	**52.6**	**≤5.0**	**≤5.0**	**≤5.0**	**9.6**	**≤5.0**	**75.7**	**7.1**
ESOL	**8.9**	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**13.5**	≤5.0	10.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.5	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade		
	Number	Percent
Pre-K	20	4.6
Full-Day K	58	13.3
Grade 1	73	16.7
Grade 2	54	12.4
Grade 3	83	19.0
Grade 4	75	17.2
Grade 5	74	16.9
Total	437	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.5	23.7	28.8

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Community of Caring
Elementary Home School Model
Elementary Home School Model (Inclusion)
Emotional Disabilities
Model Green School
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Responsive Classroom

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Westbrook Elementary School - #408

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	0.0	0.0	88.9	0.0	97.2	2.8			
Supporting Services	9.1	9.1	13.6	63.6	4.5	81.8	18.2	102	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 19.3

Grades 1 to 3 = 23.0 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.8	52.8	19.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.124
Principal Intern		Special Education	7.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	15.900	**Instructional Support Total**	9.249
Staff Development	1.000		
ESOL	0.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.374
Instrumental Music	0.300	**Other Support Total**	3.374
Preschool			
Special Education:		Building Services	
Classroom	8.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.562
Other Professional Total	3.000		
Total Professional	36.200	**Total Supporting Services**	18.185

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1939	1990	12.5	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	18	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
549	549	443	440	430	445	439	444

School Personnel Costs

Professional Salaries	$2,530,774
Supporting Services Salaries	$715,275
Employee Benefits	$842,780
Total Allocated Cost	**$4,088,829**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Westover Elementary School - #504

Principal: Dr. Patricia A. Kelly
Director: Ms. Audra M. Fladung
School Hours: 9:25 - 3:50
Feeder Schools:

401 Hawkesbury Lane Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/westoveres/

Office Phone: (301) 989-5676
Fax Number: (301) 989-5679
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2015–2016 Enrollment = 305

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.3**	**55.7**	**≤5.0**	**15.4**	**38.4**	**18.7**	**≤5.0**	**23.0**	**≤5.0**	Pre-K	33	10.8
ESOL	**10.2**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	44	14.4
FARMS	**24.9**	12.5	12.5	≤5.0	≤5.0	11.1	10.2	≤5.0	≤5.0	≤5.0	Grade 1	45	14.8
SPED	**22.0**	5.6	16.4	≤5.0	≤5.0	7.2	7.2	≤5.0	5.2	≤5.0	Grade 2	41	13.4
											Grade 3	39	12.8
											Grade 4	53	17.4
											Grade 5	50	16.4
											Total	305	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	34.3	13.4	52.2

Other Participation

Students now or have in the past received FARMS[2] = 31.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Prekindergarten Language Class
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Westover Elementary School - #504

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	19.4	0.0	77.4	0.0	90.3	9.7			
Supporting Services	9.5	38.1	19.0	33.3	0.0	90.5	9.5	80	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.8

Average Class Size Kindergarten = 20.5

Grades 1 to 3 = 19.2 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.6	32.3	45.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	8.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	9.800	**Instructional Support Total**	9.625
Staff Development	0.500		
ESOL	0.800	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.874
Instrumental Music	0.200	**Other Support Total**	2.874
Preschool			
Special Education:		Building Services	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.700	Food Services	0.687
Other Professional Total	4.200		
Total Professional	26.500	**Total Supporting Services**	16.686

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1998	7.6	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	9	3	0	0	2	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
293	293	333	327	333	343	342	340

School Personnel Costs

Professional Salaries	$2,089,580
Supporting Services Salaries	$677,816
Employee Benefits	$763,542
Total Allocated Cost	**$3,530,938**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Wheaton Woods Elementary School - #788

Principal: Mr. David T. Chia
Director: Mrs. Cheryl L. Smith
School Hours: 9:25 - 3:50
Feeder Schools:

15101 Bauer Drive, Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/wheatonwoodses/

Office Phone: (301) 929-2018
Fax Number: (301) 929-6974
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2015–2016 Enrollment = 532

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.3**	**48.7**	**≤5.0**	**8.1**	**27.8**	**58.1**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	53	10.0
ESOL	**44.9**	21.2	23.7	≤5.0	≤5.0	8.1	32.9	≤5.0	≤5.0	≤5.0	Full-Day K	78	14.7
FARMS	**82.7**	41.0	41.7	≤5.0	6.0	23.9	50.4	≤5.0	≤5.0	≤5.0	Grade 1	72	13.5
SPED	**8.3**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Grade 2	95	17.9
											Grade 3	84	15.8
											Grade 4	75	14.1
											Grade 5	75	14.1
											Total	532	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 88.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Federal Title I Funds
Head Start
Linkages to Learning
Prekindergarten
Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Wheaton Woods Elementary School - #788

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.7	7.1	7.1	73.2	1.8	87.5	12.5			
Supporting Services	5.3	15.8	47.4	26.3	5.3	89.5	10.5	145	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.7

Average Class Size Kindergarten = 15.6

Grades 1 to 3 = 17.6 Grades 4 to 5 = 24.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.873
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.500
Classroom	25.300	**Instructional Support Total**	6.373
Staff Development	1.000		
ESOL	5.400	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.498
Instrumental Music	0.200	**Other Support Total**	3.498
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	2.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.813
Other Professional Total	4.500		
Total Professional	52.700	**Total Supporting Services**	16.184

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.8	30.4	42.9

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1976	8.0	Y	N	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	10	7	2	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
353	770	551	559	558	544	552	559

School Personnel Costs

Professional Salaries	$3,971,217
Supporting Services Salaries	$673,189
Employee Benefits	$1,125,427
Total Allocated Cost	**$5,769,833**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Whetstone Elementary School - #558

Principal: Mrs. Victoria (Vicky) A. Casey
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

19201 Thomas Farm Road Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/whetstonees/

Office Phone: (301) 840-7191
Fax Number: (301) 840-7185
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village

2015–2016 Enrollment = 786

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**8.3**	**26.0**	**52.5**	**≤5.0**	**9.4**	**≤5.0**	Pre-K	89	11.3
ESOL	**39.4**	21.2	18.2	≤5.0	≤5.0	≤5.0	30.5	≤5.0	≤5.0	≤5.0	Full-Day K	113	14.4
FARMS	**60.9**	31.3	29.6	≤5.0	≤5.0	15.1	38.7	≤5.0	≤5.0	≤5.0	Grade 1	114	14.5
SPED	**14.8**	≤5.0	10.6	≤5.0	≤5.0	5.2	7.1	≤5.0	≤5.0	≤5.0	Grade 2	114	14.5
											Grade 3	132	16.8
											Grade 4	115	14.6
											Grade 5	109	13.9
											Total	786	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.3	≤5.0	24.1

Other Participation

Students now or have in the past received FARMS[2] = 71.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support - Local Funds
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Whetstone Elementary School - #558

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	14.9	6.8	71.6	1.4	89.2	10.8			
Supporting Services	3.1	3.1	25.0	65.6	3.1	84.4	15.6	187	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 16.7

Grades 1 to 3 = 20.3 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	44.6	37.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.373
Principal Intern		Special Education	5.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	31.700	**Instructional Support Total**	12.247
Staff Development	1.000		
ESOL	6.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.997
Instrumental Music	0.300	**Other Support Total**	3.997
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	59.100	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	3.100	Food Services	1.875
Other Professional Total	5.100		
Total Professional	66.200	**Total Supporting Services**	24.619

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	27	4	1	0	6	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
783	783	794	785	763	754	751	740

School Personnel Costs

Professional Salaries	$4,998,437
Supporting Services Salaries	$960,113
Employee Benefits	$1,583,486
Total Allocated Cost	**$7,542,036**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Wilson Wims Elementary School - #341

Principal: Mr. Sean P. McGee
Director: Mr. Gregory S. Edmundson
School Hours: 9:00 - 3:25
Feeder Schools:

12520 Blue Sky Drive Clarksburg, MD 20871
http://www.montgomeryschoolsmd.org/schools/wimses/

Office Phone: (301) 601-4921
Fax Number: (301) 601-4923
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2015–2016 Enrollment = 921

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.5**	**51.5**	**≤5.0**	**40.3**	**15.2**	**12.6**	**≤5.0**	**24.4**	**7.3**	Pre-K	5	0.5
ESOL	**9.3**	≤5.0	6.3	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	176	19.1
FARMS	**11.3**	5.5	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	168	18.2
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	178	19.3
											Grade 3	155	16.8
											Grade 4	126	13.7
											Grade 5	113	12.3
											Total	921	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	N/A	N/A	N/A

Other Participation

Students now or have in the past received FARMS[2] = 14.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Wilson Wims Elementary School - #341

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	7.9	7.9	74.6	1.6	88.9	11.1			
Supporting Services	21.1	15.8	10.5	47.4	5.3	89.5	10.5	127	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.2

Average Class Size Kindergarten = 25.3

Grades 1 to 3 = 26.6 Grades 4 to 5 = 26.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	55.6	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.999
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	29.700	**Instructional Support Total**	7.499
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.249
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.625
Instrumental Music	0.500	**Other Support Total**	4.874
Preschool			
Special Education:		Building Services	
Classroom	7.200	Manager	
Resource Program		Leader	1.000
Teachers Total	51.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.250
Other Professional Total	3.400		
Total Professional	57.100	**Total Supporting Services**	17.623

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2014	--	9.3	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	26	3	0	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
754	754	1022	1066	1081	1076	1076	1065

School Personnel Costs

Professional Salaries	$4,232,264
Supporting Services Salaries	$663,623
Employee Benefits	$1,195,627
Total Allocated Cost	**$6,091,514**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Wood Acres Elementary School - #417

Principal: Mrs. Mary (Marita) R. Sherburne
Director: Mr. Matthew A. Devan
School Hours: 9:00 - 3:25
Feeder Schools:

Radnor Center, 7000 Radnor Road, Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/woodacreses/

Office Phone: (301) 320-6502
Fax Number: (301) 320-6536
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2015–2016 Enrollment = 660

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**11.7**	**≤5.0**	**10.9**	**≤5.0**	**67.3**	**6.7**	Pre-K	3	0.5
ESOL	**8.9**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	93	14.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	99	15.0
SPED	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	106	16.1
											Grade 3	132	20.0
											Grade 4	110	16.7
											Grade 5	117	17.7
											Total	660	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.6	40.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.7%
Suspension Rate[2] [3] [4] = --

School Programs

Learning and Academic Disabilities (2–5)
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Wood Acres Elementary School - #417

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	2.3	2.3	90.9	0.0	90.9	9.1			
Supporting Services	0.0	29.4	11.8	58.8	0.0	82.4	17.6	156	89.7	10.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.2

Average Class Size Kindergarten = 23.5

Grades 1 to 3 = 26.0 Grades 4 to 5 = 28.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	47.7	36.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	2.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.750
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	23.500	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	2.625
Instrumental Music	0.300	**Other Support Total**	4.625
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	
Resource Program		Leader	1.000
Teachers Total	36.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	0.562
Other Professional Total	2.700		
Total Professional	41.600	**Total Supporting Services**	13.437

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2002	4.8	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	18	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
528	757	644	642	619	619	629	642

School Personnel Costs

Professional Salaries	$3,198,881
Supporting Services Salaries	$462,007
Employee Benefits	$908,608
Total Allocated Cost	**$4,569,496**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Woodfield Elementary School - #704

Principal: Mrs. Gayle J. Starr
Director: Mr. Michael D. Bayewitz
School Hours: 9:00 - 3:25
Feeder Schools:

24200 Woodfield Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/woodfieldes/

Office Phone: (301) 253-7085
Fax Number: (301) 391-6298
Cluster Name: Damascus
Receiving Schools: Baker

2015–2016 Enrollment = 283

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**5.3**	**11.3**	**20.1**	**≤5.0**	**57.2**	**6.0**	Pre-K	26	9.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	42	14.8
FARMS	**20.8**	12.0	8.8	≤5.0	≤5.0	≤5.0	11.3	≤5.0	≤5.0	≤5.0	Grade 1	29	10.2
SPED	**18.7**	7.8	11.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	6.7	≤5.0	Grade 2	42	14.8
											Grade 3	41	14.5
											Grade 4	44	15.5
											Grade 5	59	20.8
											Total	283	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.2	5.7	30.2

Other Participation

Students now or have in the past received FARMS[2] = 24.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.6%
Attendance Rate[2] [3] = 94.6%
Suspension Rate[2] [3] [4] = --

School Programs

Positive Behavioral Interventions and Supports (PBIS)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Resource (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Woodfield Elementary School - #704

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	7.4	0.0	88.9	3.7	92.6	7.4			
Supporting Services	7.1	7.1	0.0	85.7	0.0	71.4	28.6	59	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 19.5

Grades 1 to 3 = 22.2 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	29.6	70.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	9.600	**Instructional Support Total**	4.375
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.750
Instrumental Music	0.200	**Other Support Total**	3.750
Preschool			
Special Education:		Building Services	
Classroom	3.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	18.400	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.750
Other Professional Total	3.000		
Total Professional	22.400	**Total Supporting Services**	11.875

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	1985	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	17	3	0	0	2	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
471	471	243	244	248	250	266	270

School Personnel Costs

Professional Salaries	$2,133,419
Supporting Services Salaries	$538,185
Employee Benefits	$704,004
Total Allocated Cost	**$3,375,608**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Woodlin Elementary School - #764

Principal: Mrs. Shoua F. Moua
Director: Mr. Eric A. Wilson
School Hours: 9:00 - 3:25
Feeder Schools:

2101 Luzerne Avenue Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/woodlines/

Office Phone: (301) 650-6440
Fax Number: (301) 650-6425
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo

2015–2016 Enrollment = 589

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**6.8**	**25.8**	**20.9**	**≤5.0**	**37.5**	**8.5**	Pre-K	0	0.0
ESOL	**16.6**	7.0	9.7	≤5.0	≤5.0	5.3	7.3	≤5.0	≤5.0	≤5.0	Full-Day K	99	16.8
FARMS	**23.3**	11.9	11.4	≤5.0	≤5.0	9.7	9.7	≤5.0	≤5.0	≤5.0	Grade 1	98	16.6
SPED	**14.3**	≤5.0	9.8	≤5.0	≤5.0	5.1	5.4	≤5.0	≤5.0	≤5.0	Grade 2	112	19.0
											Grade 3	87	14.8
											Grade 4	98	16.6
											Grade 5	95	16.1
											Total	589	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.2	≤5.0	44.0

Other Participation

Students now or have in the past received FARMS[2] = 28.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (3–5)
Elementary Home School Model (K–2)
Learning for Independence (K–5)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Woodlin Elementary School - #764

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	7.8	2.0	78.4	3.9	92.2	7.8			
Supporting Services	8.3	4.2	33.3	54.2	0.0	75.0	25.0	161	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 25.5 Grades 4 to 5 = 21.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.4	37.3	31.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	11.811
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	
Classroom	20.100	**Instructional Support Total**	14.186
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.996
Instrumental Music	0.400	**Other Support Total**	3.996
Preschool			
Special Education:		Building Services	
Classroom	12.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.312
Other Professional Total	3.300		
Total Professional	49.000	**Total Supporting Services**	23.494

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1944	1974	11.0	Y	Y	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	3	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
463	635	605	598	610	593	590	590

School Personnel Costs

Professional Salaries	$3,637,011
Supporting Services Salaries	$928,792
Employee Benefits	$1,109,862
Total Allocated Cost	**$5,675,665**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Wyngate Elementary School - #422

Principal: Ms. Barbara J. Leister
Director: Dr. Sarah E. Sirgo
School Hours: 9:00 - 3:25
Feeder Schools:

9300 Wadsworth Drive Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/wyngatees/

Office Phone: (301) 571-6979
Fax Number: (301) 571-3870
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2015–2016 Enrollment = 755

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**8.6**	**≤5.0**	**10.7**	**≤5.0**	**68.5**	**8.2**	Pre-K	5	0.7
ESOL	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	99	13.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	125	16.6
SPED	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	138	18.3
											Grade 3	119	15.8
											Grade 4	129	17.1
											Grade 5	140	18.5
											Total	755	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.2	5.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Resource

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Wyngate Elementary School - #422

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	2.0	2.0	85.7	2.0	79.6	20.4			
Supporting Services	18.8	18.8	18.8	43.8	0.0	81.3	18.8	161	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 17.6

Average Class Size Kindergarten = 25.3

Grades 1 to 3 = 25.3 Grades 4 to 5 = 27.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	44.9	28.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.750
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	**Instructional Support Total**	3.625
Classroom	26.200		
Staff Development	1.000		
ESOL	1.300	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	2.373
Instrumental Music	0.400	**Other Support Total**	4.373
Preschool			
Special Education:			
Classroom	1.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	38.100	Leader	2.000
		Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.937
Other Professional Total	3.000		
Total Professional	43.100	**Total Supporting Services**	14.435

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1997	9.5	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	30	4	0	0	4	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
778	778	737	733	740	726	726	745

School Personnel Costs

Professional Salaries	$3,144,093
Supporting Services Salaries	$564,730
Employee Benefits	$951,110
Total Allocated Cost	**$4,659,933**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

SECTION III

MIDDLE SCHOOL PROFILES

Middle School Listing

Argyle MS 274
John T. Baker MS 276
Benjamin Banneker MS 278
Briggs Chaney MS 280
Cabin John MS 282
Roberto W. Clemente MS 284
Eastern MS 286
William H. Farquhar MS 288
Forest Oak MS 290
Robert Frost MS 292
Gaithersburg MS 294
Herbert Hoover MS 296
Francis Scott Key MS 298
Dr. Martin Luther King, Jr. MS 300
Kingsview MS 302
Lakelands Park MS 304
Col. E. Brooke Lee MS 306
A. Mario Loiederman MS 308
Montgomery Village MS 310
Neelsville MS 312
Newport Mill MS 314
North Bethesda MS 316
Parkland MS 318
Rosa M. Parks MS 320
John Poole MS 322
Thomas W. Pyle MS 324
Redland MS 326
Ridgeview MS 328
Rocky Hill MS 330
Shady Grove MS 332
Silver Spring International MS 334
Sligo MS 336
Takoma Park MS 338
Tilden MS 340
Julius West MS 342
Westland MS 344
White Oak MS 346
Earle B. Wood MS 348

Argyle Middle School - #823

Principal: Mr. James K. Allrich
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

2400 Bel Pre Road Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/argylems/

Office Phone: (301) 460-2400
Fax Number: (301) 460-2423
Cluster: Downcounty Consortium
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 912													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**42.8**	**57.2**	**≤5.0**	**10.3**	**30.6**	**45.5**	**≤5.0**	**10.0**	**≤5.0**	Grade 6	309	33.9
ESOL	**13.2**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0	Grade 7	310	34.0
FARMS	**58.4**	26.0	32.5	≤5.0	≤5.0	18.0	34.6	≤5.0	≤5.0	≤5.0	Grade 8	293	32.1
SPED	**9.9**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Total	912	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.1	27.8	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 72.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.9%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Excel Beyond the Bell
Learning and Academic Disabilities
Magnet School for Digital Design and Development

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Argyle Middle School - #823

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	39.3	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	72.2	
Black or African American	33.1	
Hispanic/Latino	29.2	
White	69.6	
Two or More Races	--	
ESOL	18.2	
FARMS	27.2	
SPED	17.4	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	24.7	6.8	63.0	0.0	67.1	32.9			
Supporting Services	13.8	24.1	24.1	37.9	0.0	72.4	27.6	203	96.1	3.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 23.2
Average Class Size (Other) = 26.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.4	39.7	32.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.687
Asst School Administrator	1.000	Special Education	8.750
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	41.100	**Instructional Support Total**	10.562
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.600	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	68.900	**Other Support Total**	7.250
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	3.500
		Plant Equipment Operator	1.000
Other Professional Total	5.300	**Building Services Total**	6.500
		Food Services	3.875
Total Professional	78.200	**Total Supporting Services**	28.187

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	1993	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	41	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
897	897	958	963	980	947	955	945

School Personnel Costs	
Professional Salaries	$5,862,968
Supporting Services Salaries	$1,175,908
Employee Benefits	$1,668,524
Total Allocated Cost	**$8,707,400**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John T. Baker Middle School - #705

Principal: Dr. Louise J. Worthington
Director: Mrs. Elizabeth L. Thomas
School Hours: 8:15 - 3:00
Feeder Schools: Clearspring, Damascus, Laytonsville, Rockwell, Woodfield

25400 Oak Drive Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/bakerms/

Office Phone: (301) 253-7010
Fax Number: (301) 253-7020
Cluster: Damascus
Receiving Schools: Damascus

2015–2016 Enrollment = 813													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.7**	**49.3**	**≤5.0**	**5.8**	**9.3**	**20.5**	**≤5.0**	**58.3**	**5.5**	Grade 6	287	35.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	258	31.7
FARMS	**19.1**	8.0	11.1	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Grade 8	268	33.0
SPED	**14.6**	5.8	8.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	Total	813	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.2	16.0	16.8

Other Participation	
Students now or have in the past received FARMS[2] = 31.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.2%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

John T. Baker Middle School - #705

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	53.7	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	77.8	
Black or African American	38.1	
Hispanic/Latino	37.5	
White	55.8	
Two or More Races	64.7	
ESOL	--	
FARMS	17.6	
SPED	13.6	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	4.8	6.5	85.5	0.0	72.6	27.4			
Supporting Services	10.3	3.4	10.3	75.9	0.0	69.0	31.0	162	95.1	4.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.5
Average Class Size (English) = 29.2
Average Class Size (Other) = 28.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.7	21.0	69.4

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	33.200
Resource/Team Leader/ Content Specialist	7.000
Staff Development	0.800
ESOL	0.200
Alternative	0.400
Reading/Literacy	
Special Education:	
Classroom	13.400
Resource Program	2.000
Teachers Total	57.000
Other Professional	
Counselor	3.000
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	5.000
Total Professional	65.000

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.936
Special Education	13.999
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	16.060
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	6.125
Building Services	
Manager	1.000
Leader	1.000
Worker	3.500
Plant Equipment Operator	1.000
Building Services Total	6.500
Food Services	2.187
Total Supporting Services	30.872

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	22.0	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
37	34	0	0	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
741	741	815	845	811	772	715	703

School Personnel Costs

Professional Salaries	$5,910,209
Supporting Services Salaries	$1,337,935
Employee Benefits	$1,764,270
Total Allocated Cost	**$9,012,414**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Benjamin Banneker Middle School - #333

Principal: Dr. Otis L. Lee | 14800 Perrywood Drive Burtonsville, MD 20866 | Office Phone: (301) 989-5747
Director: Mrs. Diane D. Morris | Fax Number: (301) 879-1032
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/bannekerms/ | Cluster: Northeast Consortium
Feeder Schools: Burtonsville, Fairland, Greencastle | Receiving Schools: Blake, Paint Branch, Springbrook

2015–2016 Enrollment = 863													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.6**	**52.4**	**≤5.0**	**12.1**	**62.3**	**16.1**	**≤5.0**	**5.6**	**≤5.0**	Grade 6	278	32.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	296	34.3
FARMS	**51.0**	25.7	25.3	≤5.0	≤5.0	33.6	11.5	≤5.0	≤5.0	≤5.0	Grade 8	289	33.5
SPED	**10.8**	≤5.0	7.8	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	Total	863	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.6	21.5	26.9

Other Participation	
Students now or have in the past received FARMS[2] = 68.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.0%	Suspension Rate[2] [3] [4] 3.9%

School Programs
ESOL
Learning and Academic Disabilities
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Benjamin Banneker Middle School - #333

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	32.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	62.5	
Black or African American	27.1	
Hispanic/Latino	24.5	
White	57.1	
Two or More Races	38.9	
ESOL	≤5.0	
FARMS	19.0	
SPED	11.4	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	35.7	5.7	54.3	0.0	71.4	28.6			
Supporting Services	12.5	34.4	15.6	37.5	0.0	75.0	25.0	188	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.0
Average Class Size (English) = 24.7
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	38.6	42.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	10.873
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	37.000	**Instructional Support Total**	12.498
Resource/Team Leader/ Content Specialist	13.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	14.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	69.200	**Other Support Total**	7.125
		Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.900	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	5.400		
		Food Services	3.124
Total Professional	77.600	**Total Supporting Services**	29.747

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
40	36	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
803	803	864	839	917	938	811	777

School Personnel Costs

Professional Salaries	$6,313,383
Supporting Services Salaries	$1,276,646
Employee Benefits	$1,792,898
Total Allocated Cost	**$9,382,927**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Briggs Chaney Middle School - #335

Principal: Dr. Tamitha E. Campbell | 1901 Rainbow Drive Silver Spring, MD 20905 | Office Phone: (301) 989-6000
Director: Mrs. Diane D. Morris | Fax Number: (301) 989-6020
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/briggschaneyms/ | Cluster: Northeast Consortium
Feeder Schools: Cloverly, Fairland, Galway, Page | Receiving Schools: Blake, Paint Branch, Springbrook

2015–2016 Enrollment = 866													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.8**	**49.2**	**≤5.0**	**14.3**	**53.1**	**19.6**	**≤5.0**	**8.3**	**≤5.0**	Grade 6	281	32.4
ESOL	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	308	35.6
FARMS	**48.8**	24.2	24.6	≤5.0	≤5.0	30.1	13.3	≤5.0	≤5.0	≤5.0	Grade 8	277	32.0
SPED	**10.4**	≤5.0	6.5	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	Total	866	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	20.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 61.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
CLASS (girls support group)
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
STEM
Truancy Court Program

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Briggs Chaney Middle School - #335

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	38.0	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	66.7	
Black or African American	28.8	
Hispanic/Latino	24.1	
White	67.7	
Two or More Races	50.0	
ESOL	8.6	
FARMS	21.4	
SPED	7.1	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	35.7	5.7	50.0	5.7	70.0	30.0			
Supporting Services	10.7	25.0	14.3	46.4	3.6	78.6	21.4	213	95.8	4.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 21.4
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	21.4	61.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.875
Asst School Administrator		Special Education	9.500
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	39.800	**Instructional Support Total**	11.500
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.000
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.750
Teachers Total	68.400	**Other Support Total**	7.750
		Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
Other Professional Total	5.200	**Building Services Total**	7.000
		Food Services	3.625
Total Professional	76.600	**Total Supporting Services**	29.875

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1991	--	29.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	45	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
969	969	930	891	914	933	950	973

School Personnel Costs

Professional Salaries	$6,550,574
Supporting Services Salaries	$1,241,432
Employee Benefits	$1,820,535
Total Allocated Cost	**$9,612,541**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cabin John Middle School - #606

Principal: Dr. Paulette L. Smith
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Bells Mill, Cold Spring, Seven Locks, Stone Mill

10701 Gainsborough Road, Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/cabinjohnms/

Office Phone: (301) 469-1150
Fax Number: (301) 469-1003
Cluster: Churchill, Wootton
Receiving Schools: Churchill, Wootton

2015–2016 Enrollment = 941													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**28.1**	**11.5**	**7.5**	**≤5.0**	**47.7**	**5.2**	Grade 6	314	33.4
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	304	32.3
FARMS	**7.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	323	34.3
SPED	**15.3**	5.7	9.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0	Total	941	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	43.8	23.6	32.6

Other Participation	
Students now or have in the past received FARMS[2] = 12.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.7%	Suspension Rate[2] [3] [4] --

School Programs
Autism Resource Services
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Cabin John Middle School - #606

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	66.8	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	81.5	
Black or African American	24.2	
Hispanic/Latino	48.3	
White	70.8	
Two or More Races	72.7	
ESOL	37.5	
FARMS	21.7	
SPED	6.1	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.0	9.1	3.9	74.0	0.0	76.6	23.4			
Supporting Services	25.0	12.5	12.5	47.9	2.1	68.8	31.3	230	94.3	5.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.2
Average Class Size (English) = 24.9
Average Class Size (Other) = 26.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	44.2	39.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	24.686
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	38.600	**Instructional Support Total**	26.436
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	19.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	70.000	**Other Support Total**	7.125
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	1.900	Plant Equipment Operator	1.000
Other Professional Total	6.900	**Building Services Total**	9.000
		Food Services	2.687
Total Professional	79.900	**Total Supporting Services**	45.248

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	2011	18.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	50	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,113	1,113	952	1,000	1,004	1,015	978	948

School Personnel Costs

Professional Salaries	$6,350,041
Supporting Services Salaries	$1,799,717
Employee Benefits	$2,079,449
Total Allocated Cost	**$10,229,207**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Roberto W. Clemente Middle School - #157

Principal: Mr. Jeffrey T. Brown
Director: Mrs. Elizabeth L. Thomas
School Hours: 8:15 - 3:00
Feeder Schools: Clopper Mill, Germantown, Great Seneca Creek, McAuliffe, Ride

18808 Waring Station Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/clementems/

Office Phone: (301) 601-0344
Fax Number: (301) 601-0370
Cluster: Northwest, S. Valley
Receiving Schools: Northwest, Seneca Valley

2015–2016 Enrollment = 1,277													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.5**	**51.5**	**≤5.0**	**25.8**	**25.0**	**28.3**	**≤5.0**	**15.2**	**5.4**	Grade 6	459	35.9
ESOL	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	448	35.1
FARMS	**33.9**	15.8	18.1	≤5.0	≤5.0	13.2	15.9	≤5.0	≤5.0	≤5.0	Grade 8	370	29.0
SPED	**9.6**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,277	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.3	13.9	14.8

Other Participation	
Students now or have in the past received FARMS[2] = 48.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.2%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Excel Beyond the Bell
Gifted and Talented/Learning Disabled
Humanities and Communication Magnet Program
Identity
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Learning for Independence
Mathematics, Science, Computer Science Magnet Program
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Roberto W. Clemente Middle School - #157

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	48.7	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	84.2	
Black or African American	18.2	
Hispanic/Latino	21.1	
White	74.6	
Two or More Races	57.9	
ESOL	7.4	
FARMS	16.2	
SPED	14.7	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	18.4	6.1	70.4	3.1	73.5	26.5			
Supporting Services	2.6	28.9	18.4	47.4	2.6	76.3	23.7	254	91.3	8.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 25.0
Average Class Size (Other) = 28.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.4	40.8	40.8

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	1.000
Administrative Total	5.000
Teachers	
Classroom	55.000
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	1.200
Alternative	1.000
Reading/Literacy	0.600
Special Education:	
Classroom	18.200
Resource Program	2.000
Teachers Total	90.800
Other Professional	
Counselor	5.000
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	7.000
Total Professional	102.800

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.750
Special Education	14.549
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.625
Instructional Support Total	16.799
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	7.750
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	4.250
Total Supporting Services	36.799

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
60	56	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,231	1,231	1,345	1,329	1,286	1,286	1,278	1,292

School Personnel Costs	
Professional Salaries	$8,262,028
Supporting Services Salaries	$1,534,560
Employee Benefits	$2,366,055
Total Allocated Cost	**$12,162,643**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Eastern Middle School - #775

Principal: Ms. Casey B. Crouse | 300 University Boulevard, East Silver Spring, MD 20901 | Office Phone: (301) 650-6650

Director: Mrs. Diane D. Morris | Fax Number: (301) 650-6657

School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/easternms/ | Cluster: Downcounty Consortium

Feeder Schools: Montgomery Knolls, New Hampshire Estates, Oak View, Pine Crest | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 905													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**55.2**	**44.8**	**≤5.0**	**13.7**	**17.3**	**40.4**	**≤5.0**	**24.1**	**≤5.0**	Grade 6	323	35.7
ESOL	**17.0**	7.3	9.7	≤5.0	≤5.0	≤5.0	12.5	≤5.0	≤5.0	≤5.0	Grade 7	308	34.0
FARMS	**46.3**	22.5	23.8	≤5.0	≤5.0	10.7	31.2	≤5.0	≤5.0	≤5.0	Grade 8	274	30.3
SPED	**8.6**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Total	905	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.8	23.1	5.1

Other Participation	
Students now or have in the past received FARMS[2] = 57.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.2%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Emotional Disabilities
Humanities and Communication Magnet Program
Learning and Academic Disabilities
Linkages to Learning
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Eastern Middle School - #775

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	42.0	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	64.1	
Black or African American	22.0	
Hispanic/Latino	13.4	
White	87.3	
Two or More Races	92.3	
ESOL	6.3	
FARMS	10.6	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	22.4	9.2	64.5	1.3	64.5	35.5			
Supporting Services	9.4	37.5	28.1	25.0	0.0	71.9	28.1	209	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 22.7
Average Class Size (Other) = 24.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	43.4	44.7

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	40.600
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	2.800
Alternative	1.000
Reading/Literacy	
Special Education:	
Classroom	13.000
Resource Program	3.000
Teachers Total	73.200
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	5.000
Total Professional	82.200

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.400
Special Education	7.749
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	10.274
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.500
Media Services Technician	
Parent/Community Coord	0.562
Security Assistant	2.000
Lunch Hour Aide	
Other Support Total	8.062
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	
Building Services Total	7.000
Food Services	3.563
Total Supporting Services	28.899

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1976	14.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	45	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,024	1,024	935	985	1,023	1,090	1,119	1,124

School Personnel Costs	
Professional Salaries	$6,702,712
Supporting Services Salaries	$1,252,657
Employee Benefits	$1,904,743
Total Allocated Cost	**$9,860,112**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William H. Farquhar Middle School - #507

Principal: Mr. Joel L. Beidleman | 16915 Batchellors Forest Road Olney, MD 20832 | Office Phone: (301) 924-3100
Director: Dr. Eric L. Minus | Fax Number: (301) 924-3152
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/farquharms/ | Cluster: NE Consort.,Sherwood
Feeder Schools: Brooke Grove, Cloverly, Sherwood, Stonegate | Receiving Schools: Blake, Paint Branch, Sherwood, Springbrook

2015–2016 Enrollment = 595													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.1**	**47.9**	**≤5.0**	**13.3**	**18.2**	**14.3**	**≤5.0**	**48.4**	**5.9**	Grade 6	201	33.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	214	36.0
FARMS	**12.4**	6.4	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	180	30.3
SPED	**10.3**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	595	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.1	11.5	16.4

Other Participation	
Students now or have in the past received FARMS[2] = 21.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.1%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

William H. Farquhar Middle School - #507

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	50.0	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	64.3	
Black or African American	33.3	
Hispanic/Latino	11.5	
White	58.3	
Two or More Races	63.6	
ESOL	--	
FARMS	13.0	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	8.0	6.0	86.0	0.0	76.0	24.0			
Supporting Services	8.0	16.0	20.0	56.0	0.0	88.0	12.0	129	94.6	5.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.0
Average Class Size (English) = 25.3
Average Class Size (Other) = 26.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	42.0	44.0

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	2.000
Teachers	
Classroom	24.600
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.800
ESOL	0.400
Alternative	0.400
Reading/Literacy	
Special Education:	
Classroom	9.000
Resource Program	2.000
Teachers Total	45.200
Other Professional	
Counselor	2.500
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	4.000
Total Professional	51.200

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.375
Special Education	9.250
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.500
Instructional Data Assistant	0.500
Instructional Support Total	10.625
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	1.999
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	5.374
Building Services	
Manager	1.000
Leader	1.000
Worker	1.000
Plant Equipment Operator	1.000
Building Services Total	4.000
Food Services	2.500
Total Supporting Services	22.499

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
44	42	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
906	752	611	596	594	576	569	545

School Personnel Costs	
Professional Salaries	$4,290,283
Supporting Services Salaries	$960,820
Employee Benefits	$1,284,500
Total Allocated Cost	**$6,535,603**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Oak Middle School - #248

Principal: Dr. Arthur Williams
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Goshen, Rosemont, Summit Hall, Washington Grove

651 Saybrooke Oaks Boulevard Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/forestoakms/

Office Phone: (301) 670-8242
Fax Number: (301) 840-5322
Cluster: Gaithersburg
Receiving Schools: Gaithersburg HS

2015–2016 Enrollment = 804													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**7.5**	**28.4**	**46.9**	**≤5.0**	**13.3**	**≤5.0**	Grade 6	265	33.0
ESOL	**16.3**	7.2	9.1	≤5.0	≤5.0	≤5.0	11.6	≤5.0	≤5.0	≤5.0	Grade 7	255	31.7
FARMS	**58.6**	28.6	30.0	≤5.0	≤5.0	17.3	34.0	≤5.0	≤5.0	≤5.0	Grade 8	284	35.3
SPED	**13.3**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Total	804	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.6	27.1	9.3

Other Participation	
Students now or have in the past received FARMS[2] = 75.1%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.8%	Suspension Rate[2] [3] [4] 6.2%

School Programs

Identity
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Forest Oak Middle School - #248

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	24.8	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	47.8	
Black or African American	18.1	
Hispanic/Latino	16.0	
White	51.5	
Two or More Races	46.2	
ESOL	≤5.0	
FARMS	11.9	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	16.7	6.9	70.8	2.8	70.8	29.2			
Supporting Services	11.1	13.9	36.1	38.9	0.0	80.6	19.4	181	93.9	6.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.7
Average Class Size (English) = 23.5
Average Class Size (Other) = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.2	41.7	36.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	14.373
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	36.000	**Instructional Support Total**	15.998
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	3.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	16.600	Security Assistant	3.000
Resource Program	2.000	Lunch Hour Aide	0.750
Teachers Total	72.200	**Other Support Total**	8.500
		Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
Other Professional Total	4.800	**Building Services Total**	7.000
		Food Services	4.250
Total Professional	80.000	**Total Supporting Services**	35.748

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1999	--	41.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
47	43	0	2	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
949	949	799	831	869	947	1,003	1,041

School Personnel Costs	
Professional Salaries	$6,193,653
Supporting Services Salaries	$1,453,897
Employee Benefits	$1,763,628
Total Allocated Cost	**$9,411,178**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Robert Frost Middle School - #237

Principal: Dr. Joey N. Jones
9201 Scott Drive Rockville, MD 20850
Office Phone: (301) 279-3949
Director: Dr. Michael J. Zarchin
Fax Number: (301) 279-3956
School Hours: 8:15 - 3:00
www.montgomeryschoolsmd.org/schools/robertfrostms/
Cluster: Thomas S. Wootton
Feeder Schools: DuFief, Fallsmead, Lakewood, Travilah
Receiving Schools: Wootton

2015–2016 Enrollment = 1,112

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**34.6**	**≤5.0**	**6.8**	**≤5.0**	**48.0**	**5.2**	Grade 6	359	32.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	355	31.9
FARMS	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	398	35.8
SPED	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,112	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.3%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.2%

Suspension Rate[2] [3] [4] --

School Programs

Learning and Academic Disabilities

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Robert Frost Middle School - #237

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	80.4	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	89.9	
Black or African American	16.7	
Hispanic/Latino	57.9	
White	82.1	
Two or More Races	71.4	
ESOL	52.4	
FARMS	33.3	
SPED	33.3	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	7.9	6.6	76.3	1.3	69.7	30.3			
Supporting Services	31.0	17.2	6.9	44.8	0.0	69.0	31.0	240	95.0	5.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.5
Average Class Size (English) = 27.4
Average Class Size (Other) = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	32.9	56.6

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	4.000
Teachers	
Classroom	48.400
Resource/Team Leader/ Content Specialist	9.000
Staff Development	0.800
ESOL	0.600
Alternative	0.400
Reading/Literacy	
Special Education:	
Classroom	6.400
Resource Program	2.000
Teachers Total	67.600
Other Professional	
Counselor	4.500
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	6.000
Total Professional	77.600

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.625
Special Education	6.750
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.625
Instructional Support Total	8.625
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.625
Building Services	
Manager	1.000
Leader	1.000
Worker	4.500
Plant Equipment Operator	1.000
Building Services Total	7.500
Food Services	3.187
Total Supporting Services	26.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	24.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	51	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,084	1,084	1,091	1,081	1,068	1,023	967	874

School Personnel Costs	
Professional Salaries	$6,824,905
Supporting Services Salaries	$1,152,514
Employee Benefits	$1,958,628
Total Allocated Cost	**$9,936,047**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Middle School - #554

Principal: Mrs. Ann B. Dolan Rindner
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Gaithersburg, Laytonsville, Strawberry Knoll, Maryvale (French Immersion)

2 Teachers' Way Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/gaithersburgms/

Office Phone: (301) 840-4554
Fax Number: (301) 840-4570
Cluster: Gaithersburg
Receiving Schools: Gaithersburg HS

2015–2016 Enrollment = 752													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.6**	**56.4**	**≤5.0**	**8.0**	**21.9**	**44.1**	**≤5.0**	**21.1**	**≤5.0**	Grade 6	245	32.6
ESOL	**13.7**	5.5	8.2	≤5.0	≤5.0	≤5.0	11.8	≤5.0	≤5.0	≤5.0	Grade 7	266	35.4
FARMS	**47.7**	22.5	25.3	≤5.0	≤5.0	12.1	31.3	≤5.0	≤5.0	≤5.0	Grade 8	241	32.0
SPED	**17.7**	≤5.0	13.0	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Total	752	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	40.9	37.1	22.0

Other Participation	
Students now or have in the past received FARMS[2] = 63.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Autism Resource Services
Bridge
Character Counts
Identity
Learning and Academic Disabilities
Linkages to Learning
Partial French Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Gaithersburg Middle School - #554

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	33.3	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	52.0	
Black or African American	29.4	
Hispanic/Latino	20.4	
White	48.1	
Two or More Races	66.7	
ESOL	≤5.0	
FARMS	19.7	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	11.8	4.4	79.4	0.0	77.9	22.1			
Supporting Services	17.5	22.5	15.0	42.5	0.0	67.5	32.5	185	96.8	3.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.8
Average Class Size (English) = 22.5
Average Class Size (Other) = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	32.4	50.0

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	27.700
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	2.200
Alternative	1.000
Reading/Literacy	
Special Education:	
Classroom	16.400
Resource Program	3.000
Teachers Total	63.100
Other Professional	
Counselor	3.000
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	5.000
Total Professional	71.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	16.124
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	17.749
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.625
Building Services	
Manager	1.000
Leader	1.000
Worker	5.500
Plant Equipment Operator	1.000
Building Services Total	8.500
Food Services	4.062
Total Supporting Services	37.936

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1988	22.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	42	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
949	949	798	807	839	890	938	1,000

School Personnel Costs	
Professional Salaries	$6,017,618
Supporting Services Salaries	$1,640,298
Employee Benefits	$1,929,668
Total Allocated Cost	**$9,587,584**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Herbert Hoover Middle School - #228

Principal: Mrs. Yong-Mi Kim
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Beverly Farms, Potomac, Wayside

8810 Postoak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/hooverms/

Office Phone: (301) 968-3740
Fax Number: (301) 469-1013
Cluster: Winston Churchill
Receiving Schools: Churchill

2015–2016 Enrollment = 1,038													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**30.9**	**6.5**	**5.4**	**≤5.0**	**50.7**	**6.3**	Grade 6	349	33.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	330	31.8
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	359	34.6
SPED	**10.7**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	Total	1,038	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.3	19.8	27.9

Other Participation	
Students now or have in the past received FARMS[2] = 6.9%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Bridge
Learning and Academic Disabilities
Partial Chinese Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Herbert Hoover Middle School - #228

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	70.1	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	88.0	
Black or African American	41.9	
Hispanic/Latino	52.6	
White	65.9	
Two or More Races	69.6	
ESOL	50.0	
FARMS	23.5	
SPED	12.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.0	4.0	5.3	77.3	1.3	76.0	24.0			
Supporting Services	27.5	10.0	10.0	52.5	0.0	70.0	30.0	236	97.5	2.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.4
Average Class Size (English) = 27.2
Average Class Size (Other) = 28.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	29.3	60.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.500
Asst School Administrator	1.000	Special Education	13.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	42.600	**Instructional Support Total**	15.625
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.600	Security Assistant	2.000
Resource Program	3.000	Lunch Hour Aide	0.375
Teachers Total	68.800	**Other Support Total**	8.125
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	5.900	**Building Services Total**	8.500
		Food Services	2.750
Total Professional	78.700	**Total Supporting Services**	35.000

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2013	19.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
56	52	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,139	1,139	1,068	1,073	1,036	1,009	999	952

School Personnel Costs

Professional Salaries	$6,838,315
Supporting Services Salaries	$1,483,358
Employee Benefits	$2,056,778
Total Allocated Cost	**$10,378,451**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Francis Scott Key Middle School - #311

Principal: Ms. Yolanda Stanislaus | 910 Schindler Dr. Silver Spring, MD 20903 | Office Phone: (301) 422-5600
Director: Mrs. Diane D. Morris | Fax Number: (301) 434-1375
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/fskms/ | Cluster: Northeast Consortium
Feeder Schools: Burnt Mills, Cannon Road, Cresthaven, Drew, Nix | Receiving Schools: Blake, Paint Branch, Springbrook

2015–2016 Enrollment = 979													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**10.3**	**43.0**	**40.7**	**≤5.0**	**≤5.0**	**≤5.0**	Grade 6	316	32.3
ESOL	**13.0**	5.5	7.5	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Grade 7	335	34.2
FARMS	**70.7**	34.8	35.9	≤5.0	6.5	30.2	32.7	≤5.0	≤5.0	≤5.0	Grade 8	328	33.5
SPED	**9.2**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	979	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.2	16.7	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 81.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.7%	Suspension Rate[2] [3] [4] 4.6%

School Programs
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
MSD3 Johns Hopkins Program
MSIF "Give Me 10"
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Francis Scott Key Middle School - #311

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	39.5	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	66.7	
Black or African American	38.7	
Hispanic/Latino	25.7	
White	76.9	
Two or More Races	--	
ESOL	12.2	
FARMS	27.7	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.7	41.3	4.0	45.3	6.7	68.0	32.0			
Supporting Services	10.0	40.0	20.0	30.0	0.0	70.0	30.0	226	84.5	15.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 24.7
Average Class Size (Other) = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.3	37.3	41.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.624
Asst School Administrator		Special Education	11.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	42.800	**Instructional Support Total**	12.749
Resource/Team Leader/ Content Specialist	11.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	2.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	1.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	13.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	73.600	**Other Support Total**	6.250
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	2.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	5.800		
		Food Services	3.500
Total Professional	82.400	**Total Supporting Services**	30.999

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2009	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	44	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
961	961	961	982	986	1,042	1,052	1,068

School Personnel Costs

Professional Salaries	$6,389,552
Supporting Services Salaries	$1,265,546
Employee Benefits	$1,784,031
Total Allocated Cost	**$9,439,129**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Martin Luther King, Jr. Middle School - #107

Principal: Mr. Christopher A. Wynne
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Lake Seneca, Dr. Sally K. Ride, Waters Landing
13737 Wisteria Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/mlkms/
Office Phone: (301) 353-8080
Fax Number: (301) 601-0399
Cluster: Seneca Valley
Receiving Schools: Seneca Valley

2015–2016 Enrollment = 623													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**13.6**	**36.1**	**28.1**	**≤5.0**	**16.7**	**5.3**	Grade 6	217	34.8
ESOL	**9.1**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	184	29.5
FARMS	**48.2**	24.2	23.9	≤5.0	≤5.0	22.6	17.8	≤5.0	≤5.0	≤5.0	Grade 8	222	35.6
SPED	**10.8**	≤5.0	6.6	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Total	623	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.7	29.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 62.4%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.3%	Suspension Rate[2] [3] [4] 6.9%

School Programs

International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Dr. Martin Luther King, Jr. Middle School - #107

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	52.7	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	83.3	
Black or African American	37.9	
Hispanic/Latino	33.9	
White	78.9	
Two or More Races	--	
ESOL	13.3	
FARMS	28.1	
SPED	8.3	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.8	22.8	8.8	64.9	0.0	75.4	24.6			
Supporting Services	13.8	24.1	17.2	41.4	3.4	65.5	34.5	142	96.5	3.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.2
Average Class Size (English) = 24.9
Average Class Size (Other) = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.1	43.9	28.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	8.247
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	28.000	**Instructional Support Total**	9.747
Resource/Team Leader/ Content Specialist	9.000	**Other Support**	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	53.200	**Other Support Total**	6.750
Other Professional		**Building Services**	
Counselor	2.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.500	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	4.000	**Building Services Total**	7.500
		Food Services	3.625
Total Professional	60.200	**Total Supporting Services**	27.622

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1996	--	19.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	42	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
905	905	582	643	650	725	716	735

School Personnel Costs	
Professional Salaries	$4,539,087
Supporting Services Salaries	$1,115,677
Employee Benefits	$1,349,815
Total Allocated Cost	**$7,004,579**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kingsview Middle School - #708

Principal: Mr. James N. D'Andrea | 18909 Kingsview Road Germantown, MD 20874 | Office Phone: (301) 601-4611
Director: Dr. Eric L. Minus | | Fax Number: (301) 601-4610
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/kingsviewms/ | Cluster: Northwest
Feeder Schools: Great Seneca Creek, Matsunaga, McNair | | Receiving Schools: Northwest

2015–2016 Enrollment = 1,034													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**27.5**	**21.2**	**13.8**	**≤5.0**	**32.1**	**5.3**	Grade 6	349	33.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	348	33.7
FARMS	**18.0**	8.7	9.3	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	337	32.6
SPED	**8.1**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,034	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 29.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Kingsview Middle School - #708

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	52.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	73.0	
Black or African American	32.9	
Hispanic/Latino	34.8	
White	57.3	
Two or More Races	69.2	
ESOL	12.5	
FARMS	38.8	
SPED	13.3	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.3	8.0	5.3	81.3	4.0	69.3	30.7			
Supporting Services	19.4	12.9	19.4	48.4	0.0	77.4	22.6	215	97.7	2.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.1
Average Class Size (English) = 26.5
Average Class Size (Other) = 29.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	42.7	57.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.624
Asst School Administrator	1.000	Special Education	10.372
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	
Administrative Total	4.000	Instructional Data Assistant	0.625
Teachers		**Instructional Support Total**	11.621
Classroom	44.400	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.800	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.250
Alternative	0.600	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	10.600	Lunch Hour Aide	0.500
Resource Program	2.000	**Other Support Total**	7.750
Teachers Total	67.800	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	5.500	Food Services	2.812
Total Professional	77.300	**Total Supporting Services**	31.183

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	18.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	49	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,041	1,041	1,058	1,051	1,032	1,018	956	917

School Personnel Costs	
Professional Salaries	$6,841,930
Supporting Services Salaries	$1,329,022
Employee Benefits	$1,973,851
Total Allocated Cost	**$10,144,803**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakelands Park Middle School - #522

Principal: Mrs. Deborah R. Higdon | 1200 Main Street Gaithersburg, MD 20878 | Office Phone: (301) 670-1400
Director: Mrs. Elizabeth L. Thomas | Fax Number: (301) 670-1418
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/lakelandsparkms/ | Cluster: Northwest, Quince Orchard
Feeder Schools: Brown Station, Rachel Carson, Darnestown, Diamond | Receiving Schools: Northwest, Quince Orchard

2015–2016 Enrollment = 1,049

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**15.1**	**13.4**	**18.3**	**≤5.0**	**48.6**	**≤5.0**	Grade 6	363	34.6
ESOL	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	346	33.0
FARMS	**22.0**	11.0	11.1	≤5.0	≤5.0	7.1	10.6	≤5.0	≤5.0	≤5.0	Grade 8	340	32.4
SPED	**11.1**	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,049	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.6	≤5.0	12.1

Other Participation

Students now or have in the past received FARMS[2] = 29.2%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Extensions
Facilitated Communications
Learning and Academic Disabilities
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Lakelands Park Middle School - #522

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	60.5	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	76.6	
Black or African American	30.4	
Hispanic/Latino	25.4	
White	78.9	
Two or More Races	61.5	
ESOL	11.1	
FARMS	28.1	
SPED	12.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.0	13.8	6.9	69.0	2.3	70.1	29.9			
Supporting Services	10.6	27.7	17.0	42.6	2.1	68.1	31.9	230	94.8	5.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.0
Average Class Size (English) = 26.8
Average Class Size (Other) = 27.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.6	43.7	43.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	26.249
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.625
Classroom	44.600	**Instructional Support Total**	28.124
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.200	School Financial Assistant	1.000
Alternative	0.600	Secretary	2.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	22.900	Security Assistant	2.000
Resource Program	2.500	Lunch Hour Aide	0.375
Teachers Total	80.600	**Other Support Total**	6.625
Other Professional		Building Services	
Counselor	4.000	Manager	2.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	2.400	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	7.400	**Building Services Total**	8.500
		Food Services	3.437
Total Professional	92.000	**Total Supporting Services**	46.686

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2005	--	8.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	52	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,138	1,138	1,070	1,073	1,101	1,131	1,156	1,131

School Personnel Costs

Professional Salaries	$7,618,229
Supporting Services Salaries	$1,867,156
Employee Benefits	$2,261,393
Total Allocated Cost	**$11,746,778**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. E. Brooke Lee Middle School - #818

Principal: Mrs. Kimberly N. Hayden Williams | 11800 Monticello Avenue Silver Spring, MD 20902 | Office Phone: (301) 649-8100
Director: Mrs. Diane D. Morris | Fax Number: (301) 649-8110
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/leems/ | Cluster: Downcounty Consortium
Feeder Schools: Arcola, Glenallan, Kemp Mill | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 691													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.0**	**54.0**	**≤5.0**	**9.3**	**25.5**	**54.6**	**≤5.0**	**7.1**	**≤5.0**	Grade 6	222	32.1
ESOL	**18.4**	6.9	11.4	≤5.0	≤5.0	≤5.0	14.0	≤5.0	≤5.0	≤5.0	Grade 7	237	34.3
FARMS	**66.7**	30.8	35.9	≤5.0	5.5	16.1	42.8	≤5.0	≤5.0	≤5.0	Grade 8	232	33.6
SPED	**13.9**	≤5.0	9.6	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	Total	691	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.3	35.4	7.3

Other Participation	
Students now or have in the past received FARMS[2] = 81.5%	Attendance Rate[2] [3] = 94.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
AVID
EBB
Extensions
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
MSIF "Give Me 10"
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Col. E. Brooke Lee Middle School - #818

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	33.2	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	84.6	
Black or African American	37.1	
Hispanic/Latino	23.8	
White	50.0	
Two or More Races	--	
ESOL	9.5	
FARMS	24.7	
SPED	21.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.0	22.4	7.5	65.7	1.5	68.7	31.3			
Supporting Services	5.4	27.0	21.6	40.5	5.4	62.2	37.8	171	99.4	0.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.1
Average Class Size (English) = 18.9
Average Class Size (Other) = 22.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.4	43.3	34.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.875
Asst School Administrator		Special Education	14.875
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	29.600	**Instructional Support Total**	16.875
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	3.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.500
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	14.900	Security Assistant	2.000
Resource Program	2.500	Lunch Hour Aide	0.375
Teachers Total	64.000	**Other Support Total**	7.875
Other Professional		Building Services	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.800	Worker	5.000
		Plant Equipment Operator	2.000
Other Professional Total	4.800	**Building Services Total**	8.000
		Food Services	3.687
Total Professional	70.800	**Total Supporting Services**	36.437

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	--	16.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
37	32	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
727	1,204	733	776	845	913	989	994

School Personnel Costs	
Professional Salaries	$5,626,078
Supporting Services Salaries	$1,469,445
Employee Benefits	$1,723,807
Total Allocated Cost	**$8,819,330**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

A. Mario Loiederman Middle School - #787

Principal: Ms. Nicole A. Sosik | 12701 Goodhill Road Silver Spring, MD 20906 | Office Phone: (301) 929-2282

Director: Dr. Eric L. Minus | Fax Number: (301) 962-5993

School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/loiedermanms/ | Cluster: Downcounty Consortium, Wheaton

Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 919

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**60.1**	**39.9**	**≤5.0**	**6.1**	**21.5**	**57.7**	**≤5.0**	**11.6**	**≤5.0**	Grade 6	297	32.3
ESOL	**18.9**	8.9	10.0	≤5.0	≤5.0	≤5.0	16.3	≤5.0	≤5.0	≤5.0	Grade 7	311	33.8
FARMS	**62.1**	34.4	27.7	≤5.0	≤5.0	12.0	44.4	≤5.0	≤5.0	≤5.0	Grade 8	311	33.8
SPED	**12.3**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Total	919	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.8	28.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 76.7%

Attendance Rate[2] [3] = 94.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.0%

Suspension Rate[2] [3] [4] 4.3%

School Programs

Learning for Independence

Linkages to Learning

Magnet School for Creative and Performing Arts

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

A. Mario Loiederman Middle School - #787

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	25.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	42.1	
Black or African American	25.7	
Hispanic/Latino	15.0	
White	52.9	
Two or More Races	--	
ESOL	6.3	
FARMS	15.3	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.3	23.4	9.1	64.9	1.3	74.0	26.0			
Supporting Services	9.1	30.3	24.2	33.3	3.0	72.7	27.3	224	93.3	6.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.5
Average Class Size (English) = 25.2
Average Class Size (Other) = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.7	35.1	40.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Asst School Administrator	1.000	Special Education	12.374
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	41.800	**Instructional Support Total**	14.749
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	4.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	17.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	76.000	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	4.000
		Plant Equipment Operator	1.000
Other Professional Total	5.300	**Building Services Total**	7.000
		Food Services	4.750
Total Professional	85.300	**Total Supporting Services**	33.624

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2005	17.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	41	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
897	897	894	937	1,016	1,044	1,044	977

School Personnel Costs	
Professional Salaries	$6,552,989
Supporting Services Salaries	$1,299,578
Employee Benefits	$1,790,145
Total Allocated Cost	**$9,642,712**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Malker | 19300 Watkins Mill Road Montgomery Village, MD 20886 | Office Phone: (301) 840-4660
Director: Mrs. Elizabeth L. Thomas | | Fax Number: (301) 840-6388
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/mvms/ | Cluster: Watkins Mill
Feeder Schools: Stedwick, Watkins Mill, Whetstone | | Receiving Schools: Watkins Mill

2015–2016 Enrollment = 713

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.3**	**54.7**	**≤5.0**	**10.0**	**30.4**	**49.2**	**≤5.0**	**6.7**	**≤5.0**	Grade 6	247	34.6
ESOL	**16.0**	5.2	10.8	≤5.0	≤5.0	≤5.0	12.6	≤5.0	≤5.0	≤5.0	Grade 7	242	33.9
FARMS	**66.3**	29.9	36.5	≤5.0	≤5.0	21.7	36.5	≤5.0	≤5.0	≤5.0	Grade 8	224	31.4
SPED	**16.1**	6.2	10.0	≤5.0	≤5.0	5.8	6.9	≤5.0	≤5.0	≤5.0	Total	713	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	39.1	27.8	33.0

Other Participation

Students now or have in the past received FARMS[2] = 81.2%
Attendance Rate[2] [3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.2%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Autism
Identity
International Baccalaureate Middle Years Programme (MYP)
Learning for Independence
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Montgomery Village Middle School - #557

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	37.3	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	54.5	
Black or African American	28.0	
Hispanic/Latino	34.2	
White	60.9	
Two or More Races	53.8	
ESOL	11.1	
FARMS	25.0	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	16.7	3.0	78.8	1.5	74.2	25.8			
Supporting Services	7.7	15.4	25.6	46.2	5.1	76.9	23.1	156	89.1	10.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.5
Average Class Size (English) = 23.6
Average Class Size (Other) = 24.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.3	37.9	34.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.000
Asst School Administrator		Special Education	14.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	26.400	**Instructional Support Total**	17.125
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	3.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.500
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	15.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	61.800	**Other Support Total**	7.000
		Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	1.200	Plant Equipment Operator	2.000
		Building Services Total	8.500
Other Professional Total	5.200		
		Food Services	4.000
Total Professional	70.000	**Total Supporting Services**	36.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2003	15.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	39	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
894	894	722	748	762	786	762	758

School Personnel Costs	
Professional Salaries	$5,303,647
Supporting Services Salaries	$1,503,222
Employee Benefits	$1,678,060
Total Allocated Cost	**$8,484,929**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Neelsville Middle School - #115

Principal: Ms. Lily (Vicky) V. Lake-Parcan
Director: Mrs. Elizabeth L. Thomas
School Hours: 8:15 - 3:00
Feeder Schools: South Lake, Stedwick

11700 Neelsville Church Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/neelsvillems/

Office Phone: (301) 353-8064
Fax Number: (301) 353-8094
Cluster: Clarksburg, Watkins Mill
Receiving Schools: Watkins Mill

2015–2016 Enrollment = 911													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**8.1**	**32.8**	**47.1**	**≤5.0**	**7.8**	**≤5.0**	Grade 6	285	31.3
ESOL	**16.5**	6.4	10.1	≤5.0	≤5.0	≤5.0	12.8	≤5.0	≤5.0	≤5.0	Grade 7	323	35.5
FARMS	**67.7**	33.2	34.6	≤5.0	≤5.0	22.1	37.5	≤5.0	≤5.0	≤5.0	Grade 8	303	33.3
SPED	**8.3**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	911	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.3	23.7	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 81.6%	Attendance Rate[2] [3] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.5%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs

LAD
MYP/IB
Positive Behavioral interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Neelsville Middle School - #115

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	36.8	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	80.0	
Black or African American	31.4	
Hispanic/Latino	26.9	
White	68.0	
Two or More Races	36.4	
ESOL	12.0	
FARMS	28.1	
SPED	12.9	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	21.1	10.5	61.8	1.3	69.7	30.3			
Supporting Services	21.2	24.2	18.2	36.4	0.0	72.7	27.3	209	92.3	7.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.8
Average Class Size (English) = 26.0
Average Class Size (Other) = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.6	38.2	34.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	10.498
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	44.400	**Instructional Support Total**	12.998
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	4.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	14.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.373
		Other Support Total	7.123
Teachers Total	75.400		
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	5.500		
		Food Services	4.375
Total Professional	83.900	**Total Supporting Services**	31.496

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1981	--	29.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	41	0	4	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
922	922	888	912	980	1,056	1,062	1,053

School Personnel Costs

Professional Salaries	$6,389,844
Supporting Services Salaries	$1,399,965
Employee Benefits	$1,857,677
Total Allocated Cost	**$9,647,486**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Newport Mill Middle School - #792

Principal: Ms. Panagiota (Penny) Tsonis | 11311 Newport Mill Road Kensington, Maryland 20895 | Office Phone: (301) 929-2244
Director: Mrs. Diane D. Morris | Fax Number: (301) 929-2274
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/newportmillms/ | Cluster: Downcounty Consortium
Feeder Schools: Highland, Oakland Terrace, Rock View | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 587													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**11.1**	**16.5**	**48.4**	**≤5.0**	**19.6**	**≤5.0**	Grade 6	186	31.7
ESOL	**15.0**	7.0	8.0	≤5.0	≤5.0	≤5.0	10.9	≤5.0	≤5.0	≤5.0	Grade 7	196	33.4
FARMS	**49.4**	26.7	22.7	≤5.0	≤5.0	9.5	33.0	≤5.0	≤5.0	≤5.0	Grade 8	205	34.9
SPED	**18.4**	7.5	10.9	≤5.0	≤5.0	≤5.0	11.1	≤5.0	≤5.0	≤5.0	Total	587	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.9	16.7	31.5

Other Participation	
Students now or have in the past received FARMS[2] = 68.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%	Suspension Rate[2] [3] [4] --

School Programs
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase II

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Newport Mill Middle School - #792

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	38.8	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	57.7	
Black or African American	39.0	
Hispanic/Latino	21.2	
White	80.6	
Two or More Races	--	
ESOL	≤5.0	
FARMS	26.4	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	28.6	12.5	51.8	1.8	67.9	32.1			
Supporting Services	19.4	22.6	32.3	25.8	0.0	74.2	25.8	164	92.7	7.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.0
Average Class Size (English) = 22.8
Average Class Size (Other) = 22.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.4	39.3	39.3

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	23.000
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	1.600
Alternative	1.000
Reading/Literacy	
Special Education:	
Classroom	14.400
Resource Program	2.000
Teachers Total	54.800
Other Professional	
Counselor	2.500
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	4.500
Total Professional	62.300

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.374
Special Education	12.248
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	13.747
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	6.750
Building Services	
Manager	
Leader	1.000
Worker	3.000
Plant Equipment Operator	1.000
Building Services Total	5.000
Food Services	3.812
Total Supporting Services	29.309

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	2002	8.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
41	37	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
825	825	579	606	615	629	614	630

School Personnel Costs

Professional Salaries	$5,036,430
Supporting Services Salaries	$1,228,460
Employee Benefits	$1,496,799
Total Allocated Cost	**$7,761,689**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Bethesda Middle School - #413

Principal: Mr. Alton E. Sumner
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Ashburton, Kensington Parkwood, Wyngate

8935 Bradmoor Drive Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/northbethesdams/

Office Phone: (301) 571-3883
Fax Number: (301) 571-3881
Cluster: Walter Johnson
Receiving Schools: Walter Johnson

2015–2016 Enrollment = 1,028													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**11.9**	**5.8**	**12.5**	**≤5.0**	**63.1**	**6.4**	Grade 6	359	34.9
ESOL	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	342	33.3
FARMS	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	327	31.8
SPED	**10.2**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.9	≤5.0	Total	1,028	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.9	17.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 11.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.2%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

North Bethesda Middle School - #413

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	65.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	69.2	
Black or African American	46.7	
Hispanic/Latino	56.8	
White	70.6	
Two or More Races	75.0	
ESOL	31.3	
FARMS	21.1	
SPED	22.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.0	9.6	4.1	75.3	0.0	78.1	21.9			
Supporting Services	16.0	12.0	20.0	52.0	0.0	72.0	28.0	198	96.0	4.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.6
Average Class Size (English) = 27.3
Average Class Size (Other) = 29.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.1	49.3	35.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.898
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.625
Teachers			
Classroom	43.000	**Instructional Support Total**	9.648
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.800	Security Assistant	1.000
Resource Program	2.000	Lunch Hour Aide	0.250
		Other Support Total	6.500
Teachers Total	67.000		
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	5.500		
		Food Services	2.750
Total Professional	75.500	**Total Supporting Services**	25.898

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1955	1999	20.0	0	3

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
42	39	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
864	1,229	1,133	1,183	1,200	1,206	1,194	1,181

School Personnel Costs

Professional Salaries	$6,030,934
Supporting Services Salaries	$1,095,524
Employee Benefits	$1,664,636
Total Allocated Cost	**$8,791,094**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Parkland Middle School - #812

Principal: Mrs. Khanny Yang
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

4610 West Frankfort Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/parklandms/

Office Phone: (301) 438-5700
Fax Number: (301) 460-2699
Cluster: Downcounty Consortium
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 964

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**17.5**	**24.5**	**43.6**	**≤5.0**	**11.0**	**≤5.0**	Grade 6	325	33.7
ESOL	**9.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 7	322	33.4
FARMS	**48.3**	24.0	24.4	≤5.0	≤5.0	13.2	30.1	≤5.0	≤5.0	≤5.0	Grade 8	317	32.9
SPED	**9.1**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	Total	964	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.0	21.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 66.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] 3.8%

School Programs

Identity
Learning and Academic Disabilities
Linkages to Learning
Magnet School for Aerospace Technology
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Parkland Middle School - #812

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	42.1	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	79.7	
Black or African American	35.5	
Hispanic/Latino	23.1	
White	57.6	
Two or More Races	45.5	
ESOL	8.2	
FARMS	26.8	
SPED	14.8	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.7	15.1	2.7	64.4	4.1	72.6	27.4			
Supporting Services	23.3	20.0	30.0	26.7	0.0	56.7	43.3	233	97.9	2.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 28.8
Average Class Size (Other) = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	42.5	37.0

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	39.400
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	1.200
Alternative	1.000
Reading/Literacy	
Special Education:	
Classroom	13.200
Resource Program	2.000
Teachers Total	69.600
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	0.700
Other Professional Total	5.700
Total Professional	79.300

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.625
Special Education	9.562
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	11.312
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	7.250
Building Services	
Manager	1.000
Leader	1.000
Worker	5.500
Plant Equipment Operator	1.000
Building Services Total	8.500
Food Services	4.375
Total Supporting Services	31.437

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1963	2007	9.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	44	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
948	948	980	1,034	1,099	1,144	1,147	1,077

School Personnel Costs

Professional Salaries	$6,201,256
Supporting Services Salaries	$1,321,130
Employee Benefits	$1,772,947
Total Allocated Cost	**$9,295,333**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosa M. Parks Middle School - #155

Principal: Mrs. Jewel A. Sanders
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Belmont, Greenwood, Olney

19200 Olney Mill Road Olney, MD 20832
www.montgomeryschoolsmd.org/schools/rosaparksms/

Office Phone: (301) 924-3180
Fax Number: (301) 924-3288
Cluster: Sherwood
Receiving Schools: Sherwood

2015–2016 Enrollment = 902

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**10.3**	**10.2**	**11.1**	**≤5.0**	**63.2**	**5.1**	Grade 6	293	32.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	303	33.6
FARMS	**9.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	306	33.9
SPED	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	902	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.0	19.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.7%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Infants and Toddlers
Learning and Academic Disabilities

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rosa M. Parks Middle School - #155

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	53.0	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	62.5	
Black or African American	46.7	
Hispanic/Latino	26.7	
White	59.7	
Two or More Races	54.5	
ESOL	--	
FARMS	16.2	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	15.2	3.0	74.2	1.5	75.8	24.2			
Supporting Services	17.2	20.7	6.9	55.2	0.0	75.9	24.1	194	98.5	1.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.1
Average Class Size (English) = 25.5
Average Class Size (Other) = 28.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	40.9	40.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.499
Asst School Administrator		Special Education	8.874
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
		Instructional Data Assistant	0.500
Teachers			
Classroom	37.000	**Instructional Support Total**	10.498
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.125
Teachers Total	59.600		
		Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	2.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	4.900		
		Food Services	2.625
Total Professional	67.500	**Total Supporting Services**	28.748

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	24.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	46	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
978	978	876	878	852	851	823	805

School Personnel Costs	
Professional Salaries	$5,551,783
Supporting Services Salaries	$1,187,699
Employee Benefits	$1,597,115
Total Allocated Cost	**$8,336,597**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John Poole Middle School - #247

Principal: Mr. Robert Sinclair Jr.
Director: Mrs. Elizabeth L. Thomas
School Hours: 7:55 - 2:40
Feeder Schools: Monocacy, Poolesville

17014 Tom Fox Avenue Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolems/

Office Phone: (301) 972-7979
Fax Number: (301) 972-7982
Cluster: Poolesville
Receiving Schools: Poolesville HS

2015–2016 Enrollment = 332													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**≤5.0**	**≤5.0**	**10.8**	**≤5.0**	**75.0**	**≤5.0**	Grade 6	106	31.9
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	109	32.8
FARMS	**11.1**	5.1	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	117	35.2
SPED	**9.6**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0	Total	332	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 20.5%	Attendance Rate[2] [3] = 94.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] --

School Programs

Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

John Poole Middle School - #247

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	72.6	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	--	
Black or African American	--	
Hispanic/Latino	83.3	
White	73.0	
Two or More Races	--	
ESOL	--	
FARMS	36.8	
SPED	18.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	3.2	3.2	93.5	0.0	80.6	19.4			
Supporting Services	0.0	20.0	0.0	75.0	5.0	80.0	20.0	74	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.1
Average Class Size (English) = 25.6
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.5	25.8	67.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	4.687
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Classroom	14.000	**Instructional Support Total**	6.062
Resource/Team Leader/ Content Specialist	5.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	2.000
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.000	Security Assistant	1.000
Resource Program	2.000	Lunch Hour Aide	0.250
Teachers Total	28.200	**Other Support Total**	5.250
Other Professional		Building Services	
Counselor	1.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.200	Worker	1.500
		Plant Equipment Operator	1.000
Other Professional Total	2.700	**Building Services Total**	4.500
		Food Services	1.250
Total Professional	32.900	**Total Supporting Services**	17.062

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	20.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
22	22	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
468	468	348	358	355	330	312	307

School Personnel Costs

Professional Salaries	$3,150,523
Supporting Services Salaries	$803,501
Employee Benefits	$966,524
Total Allocated Cost	**$4,920,548**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas W. Pyle Middle School - #428

Principal: Mr. Christopher B. Nardi
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Bannockburn, Bethesda, Bradley Hills, Burning Tree, Carderock Springs, Wood Acres

6311 Wilson Lane Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/pylems/

Office Phone: (301) 320-6540
Fax Number: (301) 320-6647
Cluster: Walt Whitman
Receiving Schools: Whitman

2015–2016 Enrollment = 1,516													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**11.2**	**≤5.0**	**7.9**	**≤5.0**	**72.1**	**6.5**	Grade 6	490	32.3
ESOL	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	504	33.2
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	522	34.4
SPED	**8.5**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	Total	1,516	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.5	27.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = ≤5.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Emotional Disabilities
Faciliatative Communication Program - Autism
Learning and Academic Disabilities

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Thomas W. Pyle Middle School - #428

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	76.5	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	81.0	
Black or African American	33.3	
Hispanic/Latino	48.7	
White	78.8	
Two or More Races	≥95.0	
ESOL	38.9	
FARMS	--	
SPED	16.2	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	9.3	2.8	85.0	0.0	71.0	29.0			
Supporting Services	14.0	18.6	18.6	48.8	0.0	81.4	18.6	299	96.3	3.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.7
Average Class Size (English) = 25.1
Average Class Size (Other) = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.8	35.5	47.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator	1.000	Special Education	21.374
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.625
Classroom	65.400	**Instructional Support Total**	23.624
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.500
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	17.400	Security Assistant	2.000
Resource Program	3.000	Lunch Hour Aide	0.375
Teachers Total	98.600	**Other Support Total**	7.875
Other Professional		Building Services	
Counselor	5.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	7.200	**Building Services Total**	8.500
		Food Services	2.750
Total Professional	109.800	**Total Supporting Services**	42.749

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	14.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
63	59	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,289	1,502	1,513	1,497	1,552	1,554	1,561	1,511

School Personnel Costs

Professional Salaries	$9,577,459
Supporting Services Salaries	$1,732,006
Employee Benefits	$2,650,887
Total Allocated Cost	**$13,960,352**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Redland Middle School - #562

Principal: Mr. Everett M. Davis
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Cashell, Resnik, Sequoyah

6505 Muncaster Mill Road Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/redlandms/

Office Phone: (301) 840-4680
Fax Number: (301) 670-2231
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2015–2016 Enrollment = 550

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.8**	**50.2**	**≤5.0**	**11.3**	**17.6**	**36.4**	**≤5.0**	**30.5**	**≤5.0**	Grade 6	161	29.3
ESOL	**11.1**	5.5	5.6	≤5.0	≤5.0	≤5.0	9.5	≤5.0	≤5.0	≤5.0	Grade 7	193	35.1
FARMS	**37.1**	17.8	19.3	≤5.0	≤5.0	7.8	22.7	≤5.0	≤5.0	≤5.0	Grade 8	196	35.6
SPED	**11.1**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Total	550	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.7	44.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 51.1%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%

Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Academic Support
Identity
Learning and Academic Disabilities
Mentoring
Positive Behavioral Interventions and Supports (PBIS)
Study Circles

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Redland Middle School - #562

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	40.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	70.6	
Black or African American	28.1	
Hispanic/Latino	17.0	
White	66.0	
Two or More Races	40.0	
ESOL	8.7	
FARMS	16.9	
SPED	7.7	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	6.4	10.6	76.6	4.3	74.5	25.5			
Supporting Services	26.1	21.7	13.0	34.8	0.0	65.2	34.8	125	96.0	4.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.8
Average Class Size (English) = 25.6
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.0	31.9	51.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	6.998
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Classroom	22.400	**Instructional Support Total**	8.373
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.800	Secretary	2.000
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.000	Security Assistant	1.000
Resource Program	2.000	Lunch Hour Aide	0.500
		Other Support Total	5.500
Teachers Total	44.800	Building Services	
Other Professional		Manager	1.000
Counselor	2.000	Leader	1.000
Media Specialist	1.000	Worker	3.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	6.000
Other Professional Total	3.500	Food Services	2.625
Total Professional	50.300	**Total Supporting Services**	22.498

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	20.6	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
36	35	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
757	757	540	539	593	638	633	628

School Personnel Costs	
Professional Salaries	$4,238,163
Supporting Services Salaries	$1,015,344
Employee Benefits	$1,267,096
Total Allocated Cost	**$6,520,603**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ridgeview Middle School - #105

Principal: Dr.. Monifa B. McKnight | 16600 Raven Rock Drive Gaithersburg, MD 20878 | Office Phone: (240) 406-1300
Director: Mrs. Elizabeth L. Thomas | | Fax Number: (301) 840-4679
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/ridgeviewms/ | Cluster: Quince Orchard
Feeder Schools: Diamond, Fields Road, Marshall, Jones Lane | | Receiving Schools: Quince Orchard

2015–2016 Enrollment = 746													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**13.9**	**15.4**	**25.2**	**≤5.0**	**39.8**	**5.5**	Grade 6	237	31.8
ESOL	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	263	35.3
FARMS	**30.0**	15.0	15.0	≤5.0	≤5.0	8.4	15.4	≤5.0	≤5.0	≤5.0	Grade 8	246	33.0
SPED	**8.3**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	746	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.8	24.2	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 38.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Asperger's Program
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Ridgeview Middle School - #105

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	66.7	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	70.6	
Black or African American	42.9	
Hispanic/Latino	47.8	
White	81.1	
Two or More Races	--	
ESOL	21.1	
FARMS	32.0	
SPED	10.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.9	10.7	5.4	73.2	1.8	76.8	23.2			
Supporting Services	17.2	41.4	10.3	31.0	0.0	65.5	34.5	157	94.9	5.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 26.9
Average Class Size (Other) = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	37.5	42.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.250
Asst School Administrator		Special Education	9.625
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	30.600	**Instructional Support Total**	11.000
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.600	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	53.400	**Other Support Total**	7.250
Other Professional		Building Services	
Counselor	2.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.300	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	3.300	**Building Services Total**	7.500
		Food Services	1.937
Total Professional	59.700	**Total Supporting Services**	27.687

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1975	--	20.0	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	45	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
979	963	732	705	713	756	760	763

School Personnel Costs	
Professional Salaries	$4,782,130
Supporting Services Salaries	$1,145,587
Employee Benefits	$1,445,458
Total Allocated Cost	**$7,373,175**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rocky Hill Middle School - #707

Principal: Dr. Cynthia Eldridge | 22401 Brick Haven Way Clarksburg, MD 20871 | Office Phone: (301) 353-8282
Director: Mrs. Elizabeth L. Thomas | | Fax Number: (301) 601-3197
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/rockyhillms/ | Cluster: Clarksburg, Damascus
Feeder Schools: Cedar Grove, Clarksburg, Gibbs, Little Bennett | | Receiving Schools: Clarksburg

2015–2016 Enrollment = 1,279													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**27.4**	**23.5**	**14.6**	**≤5.0**	**28.3**	**5.9**	Grade 6	498	38.9
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	369	28.9
FARMS	**19.9**	9.9	10.1	≤5.0	≤5.0	8.8	5.2	≤5.0	≤5.0	≤5.0	Grade 8	412	32.2
SPED	**8.3**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,279	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.4	18.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 31.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%	Suspension Rate[2] [3] [4] 3.2%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Rocky Hill Middle School - #707

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	46.3	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	74.0	
Black or African American	23.0	
Hispanic/Latino	18.2	
White	56.5	
Two or More Races	31.3	
ESOL	7.1	
FARMS	19.5	
SPED	6.9	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	6.7	2.2	85.4	5.6	74.2	25.8			
Supporting Services	5.1	20.5	17.9	53.8	2.6	74.4	25.6	246	95.9	4.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.9
Average Class Size (English) = 25.4
Average Class Size (Other) = 28.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.5	25.8	69.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.437
Asst School Administrator	1.000	Special Education	14.247
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.625
Classroom	53.600	**Instructional Support Total**	18.184
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.600	Secretary	3.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	15.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	82.400	**Other Support Total**	7.625
Other Professional		Building Services	
Counselor	5.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	6.700	**Building Services Total**	8.000
		Food Services	3.750
Total Professional	93.100	**Total Supporting Services**	37.559

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2004	--	23.3	0	11

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	45	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
986	986	1,391	1,527	1,581	1,691	1,791	1,810

School Personnel Costs

Professional Salaries	$8,456,566
Supporting Services Salaries	$1,578,742
Employee Benefits	$2,467,778
Total Allocated Cost	**$12,503,086**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Shady Grove Middle School - #521

Principal: Mr. Edward K. Owusu
Director: Mrs. Elizabeth L. Thomas
School Hours: 8:15 - 3:00
Feeder Schools: Candlewood, Flower Hill, Mill Creek Towne

8100 Midcounty Highway Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/shadygrovems/

Office Phone: (301) 548-7540
Fax Number: (301) 548-7535
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2015–2016 Enrollment = 565													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**11.5**	**20.2**	**35.9**	**≤5.0**	**25.7**	**6.5**	Grade 6	188	33.3
ESOL	**9.0**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Grade 7	179	31.7
FARMS	**40.5**	18.2	22.3	≤5.0	≤5.0	12.2	21.6	≤5.0	≤5.0	≤5.0	Grade 8	198	35.0
SPED	**11.2**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	565	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.0	41.3	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 56.8%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Emotional Disabilities
Infants and Toddlers
Learning and Academic Disabilities
Middle School Reform Phase II

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Shady Grove Middle School - #521

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	63.2	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	75.0	
Black or African American	50.0	
Hispanic/Latino	46.3	
White	85.7	
Two or More Races	--	
ESOL	21.9	
FARMS	43.0	
SPED	16.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	9.3	5.6	72.2	0.0	77.8	22.2			
Supporting Services	10.3	34.5	20.7	34.5	0.0	65.5	34.5	125	94.4	5.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.7
Average Class Size (English) = 23.9
Average Class Size (Other) = 25.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	44.4	38.9

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	20.200
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	1.000
Alternative	0.600
Reading/Literacy	0.600
Special Education:	
Classroom	11.400
Resource Program	2.000
Teachers Total	48.600
Other Professional	
Counselor	2.500
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	4.000
Total Professional	55.600

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.375
Special Education	10.623
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.500
Instructional Data Assistant	0.500
Instructional Support Total	11.998
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.000
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	5.375
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	2.875
Total Supporting Services	28.248

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	1999	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	39	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
859	859	574	572	575	544	556	552

School Personnel Costs

Professional Salaries	$4,453,634
Supporting Services Salaries	$1,180,464
Employee Benefits	$1,381,521
Total Allocated Cost	**$7,015,619**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Silver Spring International Middle School - #647

Principal: Ms. Karen Bryant | 313 Wayne Avenue Silver Spring, MD 20910 | Office Phone: (301) 650-6544
Director: Mrs. Diane D. Morris | | Fax Number: (301) 562-5244
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/ssims/ | Cluster: Downcounty Consortium
Feeder Schools: Forest Knolls, Highland View, Sligo Creek, Rolling Terrace | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 1,042													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**5.1**	**24.2**	**37.9**	**≤5.0**	**27.8**	**≤5.0**	Grade 6	350	33.6
ESOL	**12.7**	5.2	7.5	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 7	365	35.0
FARMS	**42.3**	20.2	22.1	≤5.0	≤5.0	13.2	26.1	≤5.0	≤5.0	≤5.0	Grade 8	327	31.4
SPED	**10.6**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Total	1,042	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.7	36.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 53.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.5%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Autism Resource Services
International Baccalaureate Middle Years Programme (MYP)
Linkages to Learning
Middle School Reform Phase II
Partial French Immersion
Partial Spanish Immersion
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Silver Spring International Middle School - #647

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	55.0	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	61.9	
Black or African American	42.9	
Hispanic/Latino	30.8	
White	82.7	
Two or More Races	78.6	
ESOL	18.0	
FARMS	27.2	
SPED	21.1	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	30.5	1.2	63.4	0.0	72.0	28.0			
Supporting Services	18.6	25.6	30.2	25.6	0.0	72.1	27.9	231	85.3	14.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.8
Average Class Size (English) = 27.6
Average Class Size (Other) = 28.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.7	34.1	45.1

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	45.600
Resource/Team Leader/ Content Specialist	11.000
Staff Development	0.800
ESOL	3.000
Alternative	1.000
Reading/Literacy	0.600
Special Education:	
Classroom	15.400
Resource Program	2.000
Teachers Total	79.400
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	0.900
Other Professional Total	5.900
Total Professional	88.300

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.625
Special Education	20.124
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	21.874
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.625
Building Services	
Manager	1.000
Leader	1.000
Worker	6.000
Plant Equipment Operator	1.000
Building Services Total	9.000
Food Services	4.875
Total Supporting Services	43.374

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	1999	10.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
53	52	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,118	1,118	1,053	1,087	1,114	1,189	1,244	1,259

School Personnel Costs

Professional Salaries	$6,974,571
Supporting Services Salaries	$1,743,461
Employee Benefits	$2,125,051
Total Allocated Cost	**$10,843,083**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Middle School - #778

Principal: Mr. Cary D. Dimmick
Director: Mrs. Diane D. Morris
School Hours: 8:15 - 3:00
Feeder Schools: Glen Haven, Highland, Oakland Terrace, Woodlin

1401 Dennis Avenue Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/sligoms/
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

Office Phone: (301) 649-8121
Fax Number: (301) 649-8145
Cluster: Downcounty Consortium

2015–2016 Enrollment = 625													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**8.2**	**22.4**	**41.1**	**≤5.0**	**25.1**	**≤5.0**	Grade 6	256	41.0
ESOL	**11.7**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	9.3	≤5.0	≤5.0	≤5.0	Grade 7	203	32.5
FARMS	**44.0**	22.4	21.6	≤5.0	≤5.0	10.1	27.7	≤5.0	≤5.0	≤5.0	Grade 8	166	26.6
SPED	**13.1**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	625	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.0	13.4	14.6

Other Participation	
Students now or have in the past received FARMS[2] = 58.9%	Attendance Rate[2] [3] = 94.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.5%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Infants and Toddlers
Learning and Academic Disabilities
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Sligo Middle School - #778

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	41.5	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	81.8	
Black or African American	34.2	
Hispanic/Latino	22.9	
White	67.6	
Two or More Races	--	
ESOL	9.7	
FARMS	17.3	
SPED	≤5.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.8	26.3	0.0	61.4	3.5	73.7	26.3			
Supporting Services	5.7	37.1	31.4	22.9	2.9	57.1	42.9	138	90.6	9.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.8
Average Class Size (English) = 23.9
Average Class Size (Other) = 23.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.3	33.3	54.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Asst School Administrator	1.000	Special Education	11.060
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Classroom	24.000	**Instructional Support Total**	13.560
Resource/Team Leader/ Content Specialist	12.000	**Other Support**	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	2.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.000
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
Teachers Total	53.000	**Other Support Total**	7.500
Other Professional		**Building Services**	
Counselor	2.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	4.100	**Building Services Total**	8.000
		Food Services	3.312
Total Professional	60.100	**Total Supporting Services**	32.372

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1959	1991	21.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	42	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
915	915	737	819	832	917	961	997

School Personnel Costs	
Professional Salaries	$5,026,855
Supporting Services Salaries	$1,383,980
Employee Benefits	$1,573,178
Total Allocated Cost	**$7,984,013**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Middle School - #755

Principal: Ms. Alicia M. Deeny | 7611 Piney Branch Road Silver Spring, MD 20910 | Office Phone: (301) 650-6444
Director: Mrs. Diane D. Morris | | Fax Number: (301) 650-6430
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/takomaparkms/ | Cluster: Downcounty Consortium
Feeder Schools: East Silver Spring, Piney Branch, Takoma Park | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2015–2016 Enrollment = 1,055													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**20.2**	**28.9**	**15.4**	**≤5.0**	**30.1**	**5.3**	Grade 6	357	33.8
ESOL	**8.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	362	34.3
FARMS	**24.7**	12.0	12.7	≤5.0	≤5.0	14.2	8.4	≤5.0	≤5.0	≤5.0	Grade 8	336	31.8
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,055	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.8	38.2	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 35.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.8%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Identity
Learning and Academic Disabilities
Mathematics, Science, Computer Science Magnet Program
Montgomery County Recreation Department
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
YMCA

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Takoma Park Middle School - #755

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	62.5	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	88.2	
Black or African American	41.9	
Hispanic/Latino	25.9	
White	83.9	
Two or More Races	72.7	
ESOL	6.3	
FARMS	25.3	
SPED	18.5	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	20.3	9.5	63.5	1.4	79.7	20.3			
Supporting Services	6.5	32.3	29.0	32.3	0.0	71.0	29.0	222	96.8	3.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.2
Average Class Size (English) = 25.7
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.9	33.8	51.4

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	47.500
Resource/Team Leader/ Content Specialist	9.000
Staff Development	0.800
ESOL	2.000
Alternative	0.600
Reading/Literacy	
Special Education:	
Classroom	8.800
Resource Program	2.000
Teachers Total	70.700
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	5.500
Total Professional	80.200

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.374
Special Education	8.312
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.625
Instructional Support Total	10.936
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	8.250
Building Services	
Manager	1.000
Leader	1.000
Worker	4.500
Plant Equipment Operator	1.000
Building Services Total	7.500
Food Services	3.250
Total Supporting Services	29.936

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1939	1999	18.8	0	1

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	43	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
939	1,498	1,067	1,087	1,129	1,221	1,269	1,313

School Personnel Costs

Professional Salaries	$6,778,426
Supporting Services Salaries	$1,303,345
Employee Benefits	$1,953,831
Total Allocated Cost	**$10,035,602**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Tilden Middle School - #232

Principal: Mrs. Irina LaGrange
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Farmland, Garrett Park, Luxmanor

11211 Old Georgetown Road Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/tildenms/

Office Phone: (301) 230-5930
Fax Number: (301) 230-5991
Cluster: Walter Johnson
Receiving Schools: Walter Johnson

2015–2016 Enrollment = 850													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.8**	**55.2**	**≤5.0**	**17.6**	**7.4**	**19.3**	**≤5.0**	**48.9**	**6.4**	Grade 6	307	36.1
ESOL	**16.5**	6.4	10.1	≤5.0	6.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Grade 7	284	33.4
FARMS	**11.6**	5.9	5.8	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Grade 8	259	30.5
SPED	**15.1**	≤5.0	10.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.9	≤5.0	Total	850	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.4	31.3	20.3

Other Participation	
Students now or have in the past received FARMS[2] = 19.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.3%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Asperger's Program
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase II

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Tilden Middle School - #232

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	44.4	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	60.7	
Black or African American	10.7	
Hispanic/Latino	26.5	
White	52.0	
Two or More Races	60.0	
ESOL	12.0	
FARMS	16.0	
SPED	16.3	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	9.1	4.5	75.8	1.5	72.7	27.3			
Supporting Services	24.3	13.5	16.2	45.9	0.0	75.7	24.3	177	96.6	3.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.7
Average Class Size (English) = 26.2
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.6	39.4	50.0

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	27.800
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	2.600
Alternative	0.400
Reading/Literacy	0.600
Special Education:	
Classroom	16.400
Resource Program	2.000
Teachers Total	62.600
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	5.500
Total Professional	71.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	18.250
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.625
Instructional Data Assistant	0.500
Instructional Support Total	19.875
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	6.125
Building Services	
Manager	1.000
Leader	1.000
Worker	3.000
Plant Equipment Operator	1.000
Building Services Total	6.000
Food Services	2.875
Total Supporting Services	34.875

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	1991	29.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	41	0	2	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
939	1,200	939	959	992	1,024	1,094	1,132

School Personnel Costs	
Professional Salaries	$6,038,815
Supporting Services Salaries	$1,451,308
Employee Benefits	$1,834,772
Total Allocated Cost	**$9,324,895**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Julius West Middle School - #211

Principal: Mr. Craig W. Staton
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Beall, College Gardens, Ritchie Park, Twinbrook

651 Great Falls Road Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/westms/

Office Phone: (301) 279-3979
Fax Number: (301) 517-8216
Cluster: Richard Montgomery
Receiving Schools: Richard Montgomery

2015–2016 Enrollment = 1,279													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**21.0**	**14.1**	**25.3**	**≤5.0**	**33.5**	**6.0**	Grade 6	429	33.5
ESOL	**11.7**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0	Grade 7	431	33.7
FARMS	**26.4**	12.1	14.3	≤5.0	5.6	≤5.0	13.1	≤5.0	≤5.0	≤5.0	Grade 8	419	32.8
SPED	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,279	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.5	35.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 39.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.7%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
AALEAD
Emotional Disabilities
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Truancy

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Julius West Middle School - #211

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	49.6	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	69.1	
Black or African American	34.5	
Hispanic/Latino	30.4	
White	57.9	
Two or More Races	56.5	
ESOL	16.0	
FARMS	26.8	
SPED	10.0	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	12.9	7.5	72.0	0.0	69.9	30.1			
Supporting Services	14.7	17.6	23.5	38.2	5.9	79.4	20.6	260	96.9	3.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.9
Average Class Size (English) = 28.3
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	36.6	51.6

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	4.000
Teachers	
Classroom	52.200
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.800
ESOL	4.200
Alternative	0.600
Reading/Literacy	
Special Education:	
Classroom	12.800
Resource Program	3.000
Teachers Total	85.600
Other Professional	
Counselor	5.000
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	6.500
Total Professional	96.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.500
Special Education	12.124
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.625
Instructional Support Total	15.124
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	6.625
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	3.500
Total Supporting Services	33.249

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1961	1995	21.3	0	6

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	47	0	3	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,054	1,445	1,306	1,313	1,289	1,357	1,371	1,392

School Personnel Costs	
Professional Salaries	$9,030,720
Supporting Services Salaries	$1,414,923
Employee Benefits	$2,364,507
Total Allocated Cost	**$12,810,150**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westland Middle School - #412

Principal: Ms. Alison L. Serino
Director: Dr. Michael J. Zarchin
School Hours: 8:15 - 3:00
Feeder Schools: Bethesda, Chevy Chase, N. Chevy Chase, Rock Creek Forest, Rosemary Hills, Somerset, Westbrook

5511 Massachusetts Avenue Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/westlandms/

Office Phone: (301) 320-6515
Fax Number: (301) 320-7054
Cluster: Bethesda-Chevy Chase
Receiving Schools: Bethesda-Chevy Chase

2015–2016 Enrollment = 1,260													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.6**	**51.4**	**≤5.0**	**5.5**	**10.5**	**14.4**	**≤5.0**	**64.4**	**≤5.0**	Grade 6	305	24.2
ESOL	**9.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	479	38.0
FARMS	**10.6**	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	476	37.8
SPED	**8.4**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,260	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.2	17.9	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 14.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.4%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs

International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Partial Spanish Immersion

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Westland Middle School - #412

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	62.4	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	68.2	
Black or African American	32.2	
Hispanic/Latino	37.8	
White	74.0	
Two or More Races	72.7	
ESOL	20.0	
FARMS	21.3	
SPED	12.8	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	7.8	4.4	81.1	0.0	78.9	21.1			
Supporting Services	16.7	20.0	13.3	50.0	0.0	83.3	16.7	278	93.2	6.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.0
Average Class Size (English) = 25.0
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	34.4	53.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.749
Asst School Administrator	1.000	Special Education	11.374
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.625
Classroom	58.200	**Instructional Support Total**	13.623
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	84.600	Building Services	
Other Professional		Manager	1.000
Counselor	5.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	6.600	Food Services	2.687
Total Professional	95.200	**Total Supporting Services**	32.935

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1997	25.1	1	6

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	51	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,097	1,097	1,375	1,676	1,782	1,781	1,802	1,774

School Personnel Costs	
Professional Salaries	$8,138,543
Supporting Services Salaries	$1,393,641
Employee Benefits	$2,264,419
Total Allocated Cost	**$11,796,603**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

White Oak Middle School - #811

Principal: Ms. Virginia A. de los Santos | 12201 New Hampshire Avenue Silver Spring, MD 20904 | Office Phone: (301) 989-5780
Director: Mrs. Diane D. Morris | Fax Number: (301) 989-5696
School Hours: 8:15 - 3:00 | www.montgomeryschoolsmd.org/schools/whiteoakms/ | Cluster: Northeast Consortium
Feeder Schools: Broad Acres, Jackson Road, Stonegate, Westover | Receiving Schools: Blake, Paint Branch, Springbrook

2015–2016 Enrollment = 760													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.2**	**53.8**	**≤5.0**	**10.8**	**31.3**	**46.1**	**≤5.0**	**9.5**	**≤5.0**	Grade 6	266	35.0
ESOL	**18.0**	7.2	10.8	≤5.0	≤5.0	≤5.0	14.7	≤5.0	≤5.0	≤5.0	Grade 7	242	31.8
FARMS	**61.7**	30.1	31.6	≤5.0	≤5.0	17.4	38.8	≤5.0	≤5.0	≤5.0	Grade 8	252	33.2
SPED	**10.0**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	Total	760	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.3	5.3	14.5

Other Participation	
Students now or have in the past received FARMS[2] = 73.2%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.2%	Suspension Rate[2] [3] [4] 4.6%

School Programs
AVID
Community Bridges
Extended Day Program
Learning and Academic Disabilities
Linkages to Learning
Middle School Reform Phase II
Mont. Co. Dept. of Recreation
Multidisciplinary Educational Training and Support (METS)
National Junior Honor Society
Positive Behavioral Interventions and Supports (PBIS)
Project Lead the Way
School/Community-Based

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

White Oak Middle School - #811

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	57.9	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	92.6	
Black or African American	54.8	
Hispanic/Latino	41.8	
White	89.3	
Two or More Races	--	
ESOL	29.5	
FARMS	45.6	
SPED	23.8	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.7	29.2	7.7	55.4	0.0	70.8	29.2			
Supporting Services	0.0	45.2	22.6	32.3	0.0	71.0	29.0	193	88.1	11.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.7
Average Class Size (English) = 20.2
Average Class Size (Other) = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.7	50.8	21.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	9.561
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	33.525	**Instructional Support Total**	11.936
Resource/Team Leader/ Content Specialist	12.000	**Other Support**	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.400	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	
		Other Support Total	6.750
Teachers Total	62.325	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.600	Food Services	3.062
Total Professional	69.925	**Total Supporting Services**	29.248

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	17.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	43	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
962	962	796	859	857	870	879	895

School Personnel Costs	
Professional Salaries	$5,131,818
Supporting Services Salaries	$1,296,211
Employee Benefits	$1,584,466
Total Allocated Cost	**$8,012,495**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Earle B. Wood Middle School - #820

Principal: Dr. Traci L. Townsend
Director: Dr. Eric L. Minus
School Hours: 8:15 - 3:00
Feeder Schools: Barnsley, Flower Valley, Maryvale, Meadow Hall, Rock Creek Valley

14615 Bauer Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/woodms/

Office Phone: (301) 460-2150
Fax Number: (301) 460-2104
Cluster: Rockville
Receiving Schools: Rockville

2015–2016 Enrollment = 970													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**11.4**	**13.3**	**38.4**	**≤5.0**	**32.2**	**≤5.0**	Grade 6	332	34.2
ESOL	**9.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 7	326	33.6
FARMS	**35.7**	17.1	18.6	≤5.0	≤5.0	6.2	23.2	≤5.0	≤5.0	≤5.0	Grade 8	312	32.2
SPED	**13.4**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	Total	970	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.8	23.1	16.2

Other Participation	
Students now or have in the past received FARMS[2] = 50.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.9%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs
Autism
Deaf & Hard/Hearing
Learning and Academic Disabilities
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Earle B. Wood Middle School - #820

Algebra Performance[2] [3] [4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	61.8	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	90.3	
Black or African American	44.9	
Hispanic/Latino	45.7	
White	78.6	
Two or More Races	71.4	
ESOL	26.3	
FARMS	39.0	
SPED	24.5	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	11.0	7.3	75.6	2.4	75.6	24.4			
Supporting Services	14.3	14.3	26.2	42.9	2.4	78.6	21.4	218	98.2	1.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.3
Average Class Size (English) = 24.2
Average Class Size (Other) = 24.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.5	47.6	43.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	18.623
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.625
Teachers		Instructional Data Assistant	0.500
Classroom	39.800	**Instructional Support Total**	20.998
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	0.800	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	18.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	76.400	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	2.300	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	7.300	**Building Services Total**	8.000
		Food Services	3.625
Total Professional	86.700	**Total Supporting Services**	39.748

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1965	2001	8.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	42	0	2	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
952	952	1,011	1,056	1,073	1,090	1,077	1,106

School Personnel Costs

Professional Salaries	$7,129,979
Supporting Services Salaries	$1,558,896
Employee Benefits	$2,130,338
Total Allocated Cost	**$10,819,213**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

SECTION IV

HIGH SCHOOL PROFILES

High School Listing

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Bethesda-Chevy Chase High School - #406

Principal: Dr. Donna R. Jones
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Westland

4301 East-West Highway Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/bcchs/

Office Phone: (240) 497-6300
Fax Number: (240) 497-6306
Cluster Name: Bethesda-Chevy Chase

2015–2016 Enrollment = 2,006

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.6**	**51.4**	**≤5.0**	**5.4**	**14.8**	**17.6**	**≤5.0**	**56.3**	**5.7**	Grade 9	523	26.1
ESOL	**8.9**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	545	27.2
FARMS	**12.0**	≤5.0	7.6	≤5.0	≤5.0	5.5	5.3	≤5.0	≤5.0	≤5.0	Grade 11	476	23.7
SPED	**8.6**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	462	23.0
											Total	2,006	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.8	26.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 20.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.4%

Graduation Rate[2] [3] = ≥95.0%

Attendance Rate[2] [3] = 94.2%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 87.9%

School Programs

Career Internship Program
Cisco Academy
College Tracks
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Learning and Academic Disabilities
Minority Scholars Program
Multidisciplinary Educational Training and Support (METS)
Ninth Grade Summer Academy
Peer-To-Peer Tutoring
Time for Academic Progress (TAP) - After-School Tutoring by Teachers

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	93.7	80.0	94.2	≥95.0	90.3	84.7
AS	≥95.0	≥95.0	≥95.0	--	91.7	92.0	88.0	--
BL	93.9	92.2	86.8	--	81.3	86.2	70.6	82.1
HI	93.0	≥95.0	84.1	--	92.6	93.0	84.2	80.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	87.2
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
ESOL	--	80.0	--	--	--	--	--	--
FARMS	83.3	92.3	67.5	80.0	66.7	69.0	54.5	70.0
SPED	79.3	74.2	69.7	--	73.5	82.4	74.3	72.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bethesda-Chevy Chase High School - #406

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]

	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	81.5	76.0	94.0
Asian	83.3	73.7	≥95.0
Black or African American	72.2	52.9	87.6
Hispanic/Latino	58.0	49.5	84.1
White	91.0	89.1	≥95.0
Two or More Races	85.0	85.7	≥95.0
ESOL	34.5	25.6	66.3
FARMS	40.7	37.5	77.2
SPED	56.4	46.3	74.3

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	6.1	8.4	7.6	77.1	0.8	67.2	32.8
Supporting Services	15.7	25.5	9.8	49.0	0.0	60.8	39.2

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
398	97.0	3.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.8	40.5	42.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.3

Average Class Size: English = 26.7 Other = 29.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.812
Asst School Administrator		Special Education	5.759
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.624
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	86.400	**Instructional Support Total**	13.695
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	1.000	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	8.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	110.100	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500	**Building Services Total**	15.000
Other Professional Total	9.900	Food Services	2.563
Total Professional	124.000	**Total Supporting Services**	46.258

Average SAT Scores[3 5] (71.6% Tested)

	School	County	National
Critical Reading	590	542	495
Math	590	554	511
Writing	579	533	484
Total	1760	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
454	337	74.2

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
93.7%	≤5.0%	≤5.0%	41.1%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	2001	16.4	0	8

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
76	73	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,683	2,407	2,004	2,030	2,066	2,189	2,273	2,434

School Personnel Costs

Professional Salaries	$10,097,303
Supporting Services Salaries	$1,975,175
Employee Benefits	$3,218,996
Total Allocated Cost	**$15,291,474**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Montgomery Blair High School - #757

Principal: Mrs. Renay C. Johnson | 51 University Boulevard, East Silver Spring, MD 20901 | Office Phone: (301) 649-2800
Director: Mr. Kevin E. Lowndes | Fax Number: (301) 649-2830
School Hours: 7:45 - 2:30 | www.mbhs.edu/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2015–2016 Enrollment = 2,882

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**15.3**	**25.5**	**32.3**	**≤5.0**	**22.7**	**≤5.0**	Grade 9	847	29.4
ESOL	**15.5**	6.7	8.8	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0	Grade 10	783	27.2
FARMS	**36.3**	17.5	18.7	≤5.0	≤5.0	12.1	20.6	≤5.0	≤5.0	≤5.0	Grade 11	614	21.3
SPED	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	638	22.1
											Total	2,882	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.2	25.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 55.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.0%
Graduation Rate[2] [3] = 87.4%
Attendance Rate[2] [3] = 93.6%
Dropout Rate[2] [3] = 7.2%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 84.6%

School Programs

Academy of Arts and Media Studies
Academy of Human Services
Academy of International Studies
Academy of Science, Technology, Engineering and Math
Entrepreneurship Academy
Gifted and Talented/Learning Disabled
Justice, Law and Society Academy
Learning and Academic Disabilities
Media Literacy Academy
Ninth Grade Academy

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.2	93.7	91.5	91.4	93.3	89.7	89.5	77.7
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	87.9
BL	89.2	91.9	86.9	≥95.0	89.9	84.4	83.7	72.5
HI	82.6	85.2	79.3	82.6	85.1	78.6	79.0	72.6
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
ESOL	33.3	40.9	--	42.9	50.0	52.6	9.5	30.8
FARMS	84.9	85.8	80.7	86.8	87.9	86.7	81.3	67.3
SPED	80.0	66.7	57.1	68.8	81.0	63.4	73.2	44.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Blair High School - #757

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	58.2	64.8	72.1
Asian	87.9	89.0	91.3
Black or African American	59.5	58.9	68.1
Hispanic/Latino	30.9	41.2	45.9
White	87.7	88.7	≥95.0
Two or More Races	78.9	79.3	90.4
ESOL	22.8	39.8	24.3
FARMS	39.6	47.0	51.6
SPED	27.7	48.2	31.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	20.9	6.8	66.5	0.5	61.7	38.3			
Supporting Services	13.9	43.1	15.3	26.4	0.0	59.7	40.3	614	95.9	4.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.2	42.2	46.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.7		
Average Class Size:	English = 23.3	Other = 25.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	7.125
Asst School Administrator		Special Education	8.350
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	6.000	English Composition Assistant	2.375
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	0.500
Classroom	139.000	Teacher Assistant	
Resource/Team Leader/ Content Specialist	11.000	**Instructional Support Total**	20.350
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	12.000	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	1.600	School Financial Assistant	1.000
Reading/Literacy		Secretary	9.000
Special Education:		Parent/Community Coord	
Classroom	12.400	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	179.600	Security Assistant	8.000
		Student Monitor	
		Other Support Total	23.000
Other Professional		Building Services	
Counselor	12.000	Manager	
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	1.000	Worker	16.000
		Plant Equipment Operator	1.000
Other Professional Total	14.000	**Building Services Total**	19.000
		Food Services	4.936
Total Professional	199.600	**Total Supporting Services**	67.286

Average SAT Scores[3 5] (72.9% Tested)			
	School	County	National
Critical Reading	576	542	495
Math	585	554	511
Writing	564	533	484
Total	1725	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
650	353	54.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.4%	≤5.0%	≤5.0%	56.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	30.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
133	125	0	8	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,920	2,920	2,914	3,028	3,086	3,126	3,296	3,396

School Personnel Costs	
Professional Salaries	$16,793,178
Supporting Services Salaries	$2,815,289
Employee Benefits	$5,142,971
Total Allocated Cost	**$24,751,438**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

James Hubert Blake High School - #321

Principal: Mr. Christopher S. Berry | 300 Norwood Road Silver Spring, MD 20905 | Office Phone: (301) 879-1300
Director: Mr. Kevin E. Lowndes | Fax Number: (301) 879-1306
School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/blakehs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2015–2016 Enrollment = 1,579

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**57.1**	**42.9**	**≤5.0**	**9.2**	**41.6**	**22.9**	**≤5.0**	**21.5**	**≤5.0**	Grade 9	459	29.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	393	24.9
FARMS	**33.9**	20.1	13.8	≤5.0	≤5.0	17.4	12.8	≤5.0	≤5.0	≤5.0	Grade 11	374	23.7
SPED	**10.1**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	353	22.4
											Total	1,579	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.6	≤5.0	6.9

Other Participation

Students now or have in the past received FARMS[2] = 55.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.4%
Graduation Rate[2] [3] = 90.3%
Attendance Rate[2] [3] = 94.3%
Dropout Rate[2] [3] = 6.6%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 79.9%

School Programs

Academy of Arts and Communications
Academy of Arts and Humanities
Academy of Business and Consumer Services
Academy of Education
Academy of Humanities, Art, and Media
Academy of Science, Technology, Engineering and Math
Fine Arts and Humanities Signature Program
Gifted and Talented/Learning Disabled
Humanities and Arts Signature Program
Learning and Academic Disabilities
Ninth Grade Academy
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.8	≥95.0	93.4	91.2	89.8	≥95.0	91.7	84.8
AS	92.9	≥95.0	≥95.0	84.6	≥95.0	≥95.0	≥95.0	89.5
BL	90.4	≥95.0	90.3	93.9	85.2	93.5	88.0	80.4
HI	≥95.0	≥95.0	94.3	88.2	87.3	92.9	90.1	82.1
WH	≥95.0	≥95.0	94.7	--	≥95.0	≥95.0	≥95.0	94.4
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	91.7	--
ESOL	--	--	--	--	--	--	--	--
FARMS	88.9	93.8	89.0	86.1	85.6	93.9	85.9	81.5
SPED	73.9	77.3	54.5	69.2	64.3	78.6	51.9	63.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

James Hubert Blake High School - #321

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	68.7	58.5	79.5
Asian	82.8	91.4	≥95.0
Black or African American	57.3	50.0	71.6
Hispanic/Latino	68.6	39.5	74.4
White	83.2	79.1	90.8
Two or More Races	72.7	64.7	92.4
ESOL	54.5	40.0	61.8
FARMS	56.2	40.6	66.3
SPED	44.1	29.5	34.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	11.4	4.4	80.7	0.9	60.5	39.5			
Supporting Services	10.5	22.8	22.8	40.4	3.5	64.9	35.1	343	95.6	4.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	41.2	47.4

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.0		
Average Class Size:	English = 25.8	Other = 26.2

Average SAT Scores[3 5] (69.5% Tested)			
	School	County	National
Critical Reading	510	542	495
Math	506	554	511
Writing	510	533	484
Total	1526	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
377	169	44.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.7%	≤5.0%	≤5.0%	69.6%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	91.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
79	76	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,734	1,734	1,624	1,662	1,722	1,755	1,802	1,806

School Personnel Costs	
Professional Salaries	$9,321,025
Supporting Services Salaries	$2,211,375
Employee Benefits	$3,100,593
Total Allocated Cost	**$14,632,993**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.875
Asst School Administrator	1.000	Special Education	10.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.375
		Hearing Interpreter	
Teachers		College/Career Information Coord	1.000
Classroom	71.800	Media Assistant	1.000
Resource/Team Leader/ Content Specialist	9.000	Teacher Assistant	
Staff Development	0.600	**Instructional Support Total**	17.000
Athletic Director	1.000	Other Support	
ESOL	0.400	Business Manager	1.000
Alternative	0.800	Administrative Secretary	1.000
Career/Technical Ed	1.400	Registrar	1.000
Reading/Literacy		School Financial Assistant	1.000
Special Education:		Secretary	4.000
Classroom	11.600	Parent/Community Coord	
Resource Program	1.000	Media Services Technician	1.000
Teachers Total	97.600	Security Team Leader	1.000
		Security Assistant	5.000
Other Professional		Student Monitor	
Counselor	6.500	**Other Support Total**	15.000
Media Specialist	1.000	Building Services	
Spec Ed Related Services	0.500	Manager	1.000
Other Professional Total	8.000	Leader	
		Worker	14.000
Total Professional	109.600	Plant Equipment Operator	1.000
		Building Services Total	16.000
		Food Services	3.000
		Total Supporting Services	51.000

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Winston Churchill High School - #602

Principal: Dr. Joan L. Benz
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Cabin John, Hoover

11300 Gainsborough Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/churchillhs/

Office Phone: (301) 469-1200
Fax Number: (301) 469-1208
Cluster Name: Winston Churchill

2015–2016 Enrollment = 2,093													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.6**	**53.4**	**≤5.0**	**23.2**	**8.4**	**8.3**	**≤5.0**	**55.2**	**≤5.0**	Grade 9	566	27.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	485	23.2
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	511	24.4
SPED	**12.5**	≤5.0	9.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.4	≤5.0	Grade 12	531	25.4
											Total	2,093	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.4	19.2	26.4

Other Participation

Students now or have in the past received FARMS[2] = 9.7%

Dropout Rate[2] [3] = ≤5.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Suspension Rate[2] [3] = --

Graduation Rate[2] [3] = ≥95.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 92.0%

Attendance Rate[2] [3] = 94.6%

School Programs

Academy of Fine and Performing Arts
Academy of Mathematics, Technology and Science
Asperger's Program
Autism
Bridge
Emotional Disabilities
ESSO (English, Science, Social Studies Opportunities)
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	94.4	≥95.0	≥95.0	≥95.0	91.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	94.3
BL	90.6	87.1	90.9	--	92.3	83.3	86.2	83.3
HI	≥95.0	≥95.0	93.3	--	≥95.0	≥95.0	93.3	89.3
WH	≥95.0	≥95.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0	92.4
MU	≥95.0	≥95.0	≥95.0	--	--	--	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	92.3	84.6	84.6	--	88.9	72.2	77.8	75.0
SPED	83.3	83.3	87.8	≥95.0	89.7	76.9	74.4	61.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Winston Churchill High School - #602

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	84.1	82.7	≥95.0
Asian	87.0	≥95.0	≥95.0
Black or African American	69.8	60.0	92.2
Hispanic/Latino	72.3	60.5	91.7
White	87.5	84.6	≥95.0
Two or More Races	82.1	80.8	92.9
ESOL	63.6	--	90.0
FARMS	50.0	48.4	85.6
SPED	46.7	46.8	67.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	8.5	4.9	76.8	2.1	59.9	40.1			
Supporting Services	10.7	18.7	13.3	57.3	0.0	65.3	34.7	427	96.5	3.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.9	42.3	47.9

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.6		
Average Class Size:	English = 26.6	Other = 29.1

Average SAT Scores[3 5] (71.2% Tested)			
	School	County	National
Critical Reading	601	542	495
Math	632	554	511
Writing	603	533	484
Total	1836	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
448	372	83.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	46.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1964	2001	30.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
94	85	0	0	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,986	1,986	2,116	2,132	2,219	2,223	2,228	2,254

School Personnel Costs	
Professional Salaries	$11,340,717
Supporting Services Salaries	$2,903,248
Employee Benefits	$3,780,315
Total Allocated Cost	**$18,024,280**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.375
Asst School Administrator	1.000	Special Education	27.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	87.400	**Instructional Support Total**	35.250
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	0.400	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	22.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	121.100	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.000	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600	**Building Services Total**	15.500
Other Professional Total	10.600	Food Services	2.250
Total Professional	136.700	**Total Supporting Services**	69.000

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Clarksburg High School - #249

Principal: Mr. Stephen C. Whiting
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: Neelsville, Rocky Hill

22500 Wims Road Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/clarksburghs/index.htm

Office Phone: (301) 444-3000
Fax Number: (301) 444-3595
Cluster Name: Clarksburg

2015–2016 Enrollment = 1,989													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**18.4**	**28.0**	**26.6**	**≤5.0**	**22.7**	**≤5.0**	Grade 9	594	29.9
ESOL	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	527	26.5
FARMS	**29.6**	14.2	15.4	≤5.0	≤5.0	12.1	12.1	≤5.0	≤5.0	≤5.0	Grade 11	472	23.7
SPED	**8.9**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	396	19.9
											Total	1,989	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.1	16.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 49.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.3%
Graduation Rate[2] [3] = 93.4%
Attendance Rate[2] [3] = 93.7%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 75.9%

School Programs

Academy of Health Professionals
Academy of Teacher Education
Advanced Engineering Technology PLTW
Advanced Placement Power Scholars (APPS) Program
Certified Professional Horticulturist
Emotional Disabilities
ESOL Center
ITF Network Operations
Learning and Academic Disabilities
Minority Scholars Program

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.1	94.4	87.1	76.2	92.3	≥95.0	86.4	82.4
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	92.0	86.7
BL	87.6	89.8	74.7	--	87.6	91.7	83.6	83.7
HI	93.9	94.0	86.9	--	87.2	94.8	77.3	69.4
WH	≥95.0	94.8	92.2	--	≥95.0	≥95.0	92.9	≥95.0
MU	≥95.0	≥95.0	76.2	--	87.5	87.5	81.3	70.0
ESOL	--	--	--	--	--	--	--	--
FARMS	89.2	90.0	81.9	--	84.2	90.7	75.4	69.4
SPED	65.0	75.0	45.0	--	70.2	80.0	56.3	61.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clarksburg High School - #249

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	62.0	67.4	80.5
Asian	90.1	90.6	≥95.0
Black or African American	52.0	55.1	72.4
Hispanic/Latino	43.5	52.4	72.3
White	75.8	81.5	87.3
Two or More Races	65.2	68.2	81.0
ESOL	45.2	56.3	56.0
FARMS	47.6	48.1	66.7
SPED	32.8	31.5	28.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	8.6	6.4	78.6	1.4	67.9	32.1			
Supporting Services	10.3	25.0	11.8	51.5	1.5	61.8	38.2	386	95.3	4.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.4	40.7	52.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size: English = 27.2 Other = 27.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.125
Asst School Administrator	1.000	Special Education	15.449
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.625
		Hearing Interpreter	
Teachers		College/Career Information Coord	1.000
Classroom	91.000	Media Assistant	1.500
Resource/Team Leader/ Content Specialist	7.000	Teacher Assistant	
Staff Development	0.600	**Instructional Support Total**	23.699
Athletic Director	1.000	Other Support	
ESOL	3.000	Business Manager	1.000
Alternative	0.800	Administrative Secretary	1.000
Career/Technical Ed	1.600	Registrar	1.000
Reading/Literacy		School Financial Assistant	1.000
Special Education:		Secretary	6.000
Classroom	14.000	Parent/Community Coord	
Resource Program	2.000	Media Services Technician	1.000
Teachers Total	121.000	Security Team Leader	1.000
		Security Assistant	5.000
Other Professional		Student Monitor	
Counselor	7.500	**Other Support Total**	17.000
Media Specialist	1.000	Building Services	
Spec Ed Related Services	0.500	Manager	1.000
Other Professional Total	9.000	Leader	
		Worker	16.000
Total Professional	135.000	Plant Equipment Operator	1.000
		Building Services Total	18.000
		Food Services	3.687
		Total Supporting Services	62.386

Average SAT Scores[3 5] (72.5% Tested)

	School	County	National
Critical Reading	506	542	495
Math	522	554	511
Writing	501	533	484
Total	1529	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
461	183	39.7

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
92.6%	≤5.0%	≤5.0%	64.8%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	2006	62.7	0	11

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
93	87	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,025	2,025	1,993	2,041	2,176	2,319	2,399	2,560

School Personnel Costs

Professional Salaries	$11,635,751
Supporting Services Salaries	$2,711,255
Employee Benefits	$3,836,443
Total Allocated Cost	**$18,183,449**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Damascus High School - #701

Principal: Mrs. Jennifer L. Webster
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: Baker, Rocky Hill

25921 Ridge Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/damascushs/

Office Phone: (301) 253-7030
Fax Number: (301) 253-7046
Cluster Name: Damascus

2015–2016 Enrollment = 1,209													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**6.8**	**10.5**	**17.1**	**≤5.0**	**60.0**	**≤5.0**	Grade 9	307	25.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	310	25.6
FARMS	**15.1**	7.4	7.7	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	Grade 11	276	22.8
SPED	**13.2**	5.1	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Grade 12	316	26.1
											Total	1,209	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.8	≤5.0	21.3

Other Participation

Students now or have in the past received FARMS[2] = 26.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.4%
Graduation Rate[2] [3] = 94.8%
Attendance Rate[2] [3] = 92.9%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 73.5%

School Programs

Academy of Information Technology (AOIT)
Automotive Technology
Child Development
Horticuluture and Agriculture Science
Learning and Academic Disabilities
Learning for Independence
Restaurant Management
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	93.8	89.5	93.3	93.4	89.6	83.3
AS	≥95.0	≥95.0	≥95.0	--	92.9	93.3	93.3	--
BL	78.6	93.3	78.6	63.6	79.3	86.7	73.3	59.1
HI	86.7	93.3	86.7	78.9	88.5	90.7	81.5	78.9
WH	≥95.0	≥95.0	≥95.0	94.7	≥95.0	≥95.0	93.4	89.3
MU	90.0	≥95.0	80.0	--	90.0	90.0	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	85.2	88.9	85.2	81.0	79.1	86.0	79.1	74.3
SPED	64.7	76.5	43.8	50.0	64.0	76.0	52.0	54.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Damascus High School - #701

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	74.3	65.0	83.8
Asian	94.7	92.9	93.2
Black or African American	60.0	45.2	75.0
Hispanic/Latino	58.7	34.0	72.9
White	81.7	76.5	87.8
Two or More Races	55.6	70.0	81.5
ESOL	--	--	64.3
FARMS	58.5	34.7	64.5
SPED	38.2	24.1	40.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.3	4.6	89.7	1.1	51.7	48.3			
Supporting Services	0.0	13.0	14.8	70.4	1.9	70.4	29.6	262	93.9	6.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.3	27.6	70.1

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.1		
Average Class Size:	English = 26.0	Other = 26.6

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.374
Asst School Administrator	1.000	Special Education	15.200
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.000
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	49.200	**Instructional Support Total**	20.074
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	0.400	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	13.800	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	73.400	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.000	Worker	10.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	13.000
Other Professional Total	6.600	Food Services	2.312
Total Professional	85.000	**Total Supporting Services**	49.386

Average SAT Scores[3 5] (65.2% Tested)			
	School	County	National
Critical Reading	535	542	495
Math	561	554	511
Writing	531	533	484
Total	1627	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
310	150	48.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.3%	≤5.0%	≤5.0%	62.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1978	32.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
74	67	0	0	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,551	1,551	1,225	1,259	1,312	1,344	1,376	1,390

School Personnel Costs	
Professional Salaries	$8,067,352
Supporting Services Salaries	$2,158,560
Employee Benefits	$2,753,580
Total Allocated Cost	**$12,979,492**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas Edison High School of Technology - #748

Principal: Mr. Peter J. Cahall
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
12501 Dalewood Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/edison/
Office Phone: (301) 929-2175
Fax Number: (301) 929-2177
Cluster Name: Downcounty Consortium

2015–2016 Enrollment = 506

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade*		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**29.2**	**70.8**	**≤5.0**	**≤5.0**	**22.5**	**51.6**	**≤5.0**	**18.4**	**≤5.0**	Grade 9	30	5.9
ESOL	**17.0**	≤5.0	12.8	≤5.0	≤5.0	≤5.0	15.4	≤5.0	≤5.0	≤5.0	Grade 10	106	20.9
FARMS	**43.9**	13.8	30.0	≤5.0	≤5.0	11.7	27.5	≤5.0	≤5.0	≤5.0	Grade 11	198	39.1
SPED	**30.2**	5.5	24.7	≤5.0	≤5.0	8.1	11.3	≤5.0	8.5	≤5.0	Grade 12	172	34.0
											Total	506	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	N/A	N/A	N/A

Other Participation

Students now or have in the past received FARMS[2] = 74.3%

Mobility Rate (Entrants + Withdrawals)[2] [3] = N/A

Graduation Rate[2] [3] = N/A

Attendance Rate[2] [3] = N/A

Dropout Rate[2] [3] = N/A

Suspension Rate[2] [3] = N/A

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = N/A

School Programs

Thomas Edison High School of Technology (TEHST) is a college and career secondary school which provides scholars multiple opportunities and pathways into a university and/or professional setting. TEHST offers state approved Programs of Studies to satisfy the Maryland graduation requirements. Scholars are co-enrolled at their home schools and TEHST and participate in programs/courses at TEHST in the morning or afternoon session, for 2.5 hours each day. Scholars have the opportunity to earn college articulation credits and take state and national licenses/certifications exams.

Maryland High School Assessment Performance Status

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Individual student scores are reported back to the student's home school.							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

* Enrollment by Grade shows attendance for both sessions. Students are officially enrolled at their home high school. Capacity reflects a morning and afternoon session of 500 students each.

Thomas Edison High School of Technology - #748

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]

	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at Thomas Edison High School of Technology. These courses are offered at the student's home school.		
Asian			
Black or African American			
Hispanic/Latino			
White			
Two or More Races			
LEP			
FARMS			
SPED			

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender		Classes Taught by Highly Qualified (HQ) Teachers[3]		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	14.8	0.0	77.8	0.0	44.4	55.6			
Supporting Services	7.1	21.4	35.7	35.7	0.0	57.1	42.9	N/A	N/A	N/A

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	11.1	88.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 18.6

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal/ Asst School Administrator	1.000	Regular	3.000
Magnet/Special Program Coordinator		Special Education	
Administrative Total	2.000	IT Systems Specialist	1.000
		English Composition Assistant	
Teachers		College/Career Information Coord	1.000
Classroom	17.500	Media Assistant	
Resource/Team Leader/ Content Specialist	4.000	Teacher Assistant	
Staff Development		**Instructional Support Total**	5.000
Athletic Director			
ESOL	1.000	Other Support	
Alternative		Business Manager	
Career/Technical Ed		Administrative Secretary	1.000
Special Education:		Registrar	
Classroom	1.000	School Financial Assistant	1.000
Resource Program		Secretary	1.000
Teachers Total	23.500	Media Services Technician	
		Security Team Leader	
Other Professional		Security Assistant	
Counselor	1.000	Student Monitor	
Media Specialist		**Other Support Total**	3.000
Spec Ed Related Services			
Other Professional Total	1.000	Building Services	
		Manager	1.000
		Leader	1.000
		Worker	2.000
		Plant Equipment Operator	
		Building Services Total	4.000
		Food Services	
Total Professional	26.500	**Total Supporting Services**	12.000

Average SAT Scores[3] [5]

	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2] [3]

College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	Special/Alt Education
19	19	0	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

School Personnel Costs

Professional Salaries	$2,557,652.00
Supporting Services Salaries	$675,337.00
Employee Benefits	$860,522.66
Total Allocated Cost	**$4,093,511.66**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Albert Einstein High School - #789

Principal: Mr. James G. Fernandez | 11135 Newport Mill Road Kensington, MD 20895 | Office Phone: (301) 929-2200

Director: Mr. Kevin E. Lowndes | Fax Number: (301) 962-1016

School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/einsteinhs/ | Cluster Name: Downcounty Consortium

Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2015–2016 Enrollment = 1,689

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**54.3**	**45.7**	**≤5.0**	**9.7**	**19.8**	**47.2**	**≤5.0**	**20.2**	**≤5.0**	Grade 9	501	29.7
ESOL	**14.0**	6.9	7.1	≤5.0	≤5.0	≤5.0	11.7	≤5.0	≤5.0	≤5.0	Grade 10	484	28.7
FARMS	**43.8**	23.3	20.5	≤5.0	≤5.0	10.2	27.6	≤5.0	≤5.0	≤5.0	Grade 11	345	20.4
SPED	**14.5**	6.0	8.5	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	Grade 12	359	21.3
											Total	1,689	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.6	12.7	27.8

Other Participation

Students now or have in the past received FARMS[2] = 67.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.4%

Graduation Rate[2] [3] = 82.6%

Attendance Rate[2] [3] = 91.7%

Dropout Rate[2] [3] = 11.1%

Suspension Rate[2] [3] = 3.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 71.6%

School Programs

Academy of Finance
Bridge
Emotional Disabilities
Extensions
International Baccalaureate (IB) Diploma Programme
Learning for Independence
Renaissance Academy
School/Community-Based
The Visual Art Center
Visual and Performing Arts Academy

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.1	≥95.0	93.6	--	87.3	92.3	85.0	91.7
AS	≥95.0	≥95.0	87.1	--	93.6	≥95.0	≥95.0	≥95.0
BL	87.9	≥95.0	≥95.0	--	83.7	91.8	81.8	89.7
HI	89.4	89.5	91.0	--	81.2	87.2	77.9	87.6
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	94.7	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	30.0	30.0	--	--	27.8	23.5	10.5	--
FARMS	85.4	88.0	90.9	--	82.9	88.2	82.2	90.1
SPED	55.0	80.0	55.0	--	66.7	82.5	70.0	80.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Albert Einstein High School - #789

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	45.5	54.5	72.8
Asian	66.7	84.1	83.4
Black or African American	41.8	54.2	72.6
Hispanic/Latino	30.8	41.7	61.6
White	82.4	74.0	91.2
Two or More Races	50.0	--	85.7
ESOL	19.7	30.2	31.7
FARMS	32.9	44.1	62.1
SPED	18.1	28.8	27.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	16.8	10.2	66.4	1.5	62.0	38.0			
Supporting Services	9.3	24.4	25.6	40.7	0.0	58.1	41.9	366	97.0	3.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.4	36.5	43.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size: English = 26.4 Other = 25.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.000
Asst School Administrator	1.000	Special Education	31.259
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.375
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	0.750
Classroom	75.000	Teacher Assistant	
Resource/Team Leader/ Content Specialist	10.000	**Instructional Support Total**	38.384
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	5.800	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	0.400	School Financial Assistant	1.000
Reading/Literacy		Secretary	5.000
Special Education:		Parent/Community Coord	
Classroom	19.500	Media Services Technician	1.000
Resource Program	1.500	Security Team Leader	1.000
Teachers Total	114.800	Security Assistant	5.000
		Student Monitor	
		Other Support Total	16.000
Other Professional		Building Services	
Counselor	6.900	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	2.500	Worker	10.500
		Plant Equipment Operator	1.000
Other Professional Total	10.400	**Building Services Total**	12.500
		Food Services	4.000
Total Professional	129.200	**Total Supporting Services**	70.884

Average SAT Scores[3 5] (65.5% Tested)

	School	County	National
Critical Reading	508	542	495
Math	502	554	511
Writing	488	533	484
Total	1498	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
377	172	45.6

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
89.0%	6.9%	≤5.0%	56.3%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1997	26.7	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
80	66	0	4	10

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,604	1,604	1,741	1,796	1,818	1,875	1,978	2,033

School Personnel Costs

Professional Salaries	$10,362,946
Supporting Services Salaries	$2,931,113
Employee Benefits	$3,619,929
Total Allocated Cost	**$16,913,988**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Gaithersburg High School - #551

Principal: Dr. Christine C. Handy
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Forest Oak, Gaithersburg

101 Education Boulevard Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/gaithsbghs/

Office Phone: (301)284-4500
Fax Number: (301) 284-4701
Cluster Name: Gaithersburg

2015–2016 Enrollment = 2,306

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**8.1**	**25.6**	**45.6**	**≤5.0**	**16.8**	**≤5.0**	Grade 9	739	32.0
ESOL	**20.3**	8.4	11.9	≤5.0	≤5.0	≤5.0	16.6	≤5.0	≤5.0	≤5.0	Grade 10	621	26.9
FARMS	**42.8**	20.8	21.9	≤5.0	≤5.0	12.5	25.9	≤5.0	≤5.0	≤5.0	Grade 11	519	22.5
SPED	**14.1**	≤5.0	9.9	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Grade 12	427	18.5
											Total	2,306	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.8	12.7	38.6

Other Participation

Students now or have in the past received FARMS[2] = 67.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.7%

Graduation Rate[2] [3] = 77.6%

Attendance Rate[2] [3] = 90.9%

Dropout Rate[2] [3] = 11.2%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 68.4%

School Programs

Academy of Arts and Communications
Academy of Business Studies
Academy of Finance
Academy of Information Technology (AOIT)
Academy of Leadership and Education
Academy of Science and Technology
Biomedical Magnet Program (Project Lead the Way)
Bridge
College Institute
ESOL Center
Learning for Independence
Multidisciplinary Educational Training and Support (METS)
Naval Junior Reserve Officer Training Corps (NJROTC)
Ninth Grade Academy
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.4	89.9	82.3	94.0	87.9	88.3	84.7	84.2
AS	≥95.0	≥95.0	≥95.0	≥95.0	91.5	90.7	88.1	89.8
BL	76.3	84.0	67.1	87.7	81.7	83.6	82.9	81.4
HI	87.8	84.3	81.3	93.6	85.1	84.9	79.5	77.2
WH	≥95.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0	93.1	92.9
MU	89.5	94.7	78.9	94.7	94.7	89.5	89.5	94.4
ESOL	61.9	47.4	--	--	42.1	46.7	15.8	--
FARMS	82.5	83.7	72.2	91.8	83.6	82.5	79.1	75.5
SPED	54.1	69.4	48.6	66.7	55.3	68.1	53.2	48.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg High School - #551

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	50.4	44.7	72.5
Asian	82.9	76.6	86.2
Black or African American	56.3	38.8	74.6
Hispanic/Latino	33.4	34.8	62.3
White	83.3	67.4	84.8
Two or More Races	85.7	29.4	84.1
ESOL	22.0	19.6	45.4
FARMS	37.0	27.0	62.1
SPED	33.3	25.3	33.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	19.8	12.1	61.5	0.5	60.4	39.6			
Supporting Services	12.6	26.3	22.1	37.9	0.0	62.1	37.9	471	94.5	5.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	38.5	46.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.9		
Average Class Size:	English = 24.4	Other = 24.7

Average SAT Scores[3 5] (56.7% Tested)			
	School	County	National
Critical Reading	486	542	495
Math	502	554	511
Writing	477	533	484
Total	1464	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
464	148	31.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
85.6%	≤5.0%	≤5.0%	59.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	2013	41.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
122	93	0	11	18

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,407	2,407	2,359	2,421	2,450	2,451	2,508	2,591

School Personnel Costs	
Professional Salaries	$14,439,895
Supporting Services Salaries	$3,309,778
Employee Benefits	$4,750,641
Total Allocated Cost	**$22,500,314**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	5.623
Asst School Administrator	1.000	Special Education	27.584
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.875
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	1.500
Classroom	101.300	Teacher Assistant	
Resource/Team Leader/ Content Specialist	8.000	**Instructional Support Total**	38.582
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	14.000	Administrative Secretary	1.000
Alternative	0.800	Registrar	1.000
Career/Technical Ed	1.800	School Financial Assistant	1.000
Reading/Literacy		Secretary	6.500
Special Education:		Parent/Community Coord	
Classroom	30.300	Media Services Technician	1.000
Resource Program	2.000	Security Team Leader	1.000
Teachers Total	159.800	Security Assistant	6.750
		Student Monitor	
		Other Support Total	19.250
Other Professional		Building Services	
Counselor	9.600	Manager	
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.700	Worker	18.500
		Plant Equipment Operator	1.000
Other Professional Total	12.300	**Building Services Total**	20.500
		Food Services	4.125
Total Professional	177.100	**Total Supporting Services**	82.457

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Walter Johnson High School - #424

Principal: Mrs. Jennifer A. Baker
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: North Bethesda, Tilden

6400 Rock Spring Drive Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/wjhs/

Office Phone: (301) 803-7100
Fax Number: (301) 571-6986
Cluster Name: Walter Johnson

2015–2016 Enrollment = 2,289

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**11.1**	**9.7**	**17.2**	**≤5.0**	**55.9**	**5.8**	Grade 9	622	27.2
ESOL	**8.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	556	24.3
FARMS	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	553	24.2
SPED	**11.0**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤5.0	Grade 12	558	24.4
											Total	2,289	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.6	35.5	10.0

Other Participation

Students now or have in the past received FARMS[2] = 17.3%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.4%

Graduation Rate[2] [3] = ≥95.0%

Attendance Rate[2] [3] = 94.8%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 81.8%

School Programs

APEX Scholars Signature
Asperger's Program
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Learning for Independence

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	94.6	≥95.0	≥95.0	93.3	93.5
AS	≥95.0	≥95.0	≥95.0	--	93.4	≥95.0	91.4	90.9
BL	90.9	≥95.0	88.2	--	92.3	88.7	83.3	85.7
HI	≥95.0	≥95.0	≥95.0	90.9	93.2	≥95.0	91.4	94.7
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	90.0
ESOL	--	--	--	--	--	80.0	66.7	--
FARMS	93.1	≥95.0	86.2	90.9	91.9	87.2	80.5	80.8
SPED	81.4	≥95.0	86.7	94.4	84.6	83.0	68.5	88.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walter Johnson High School - #424

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	74.5	75.6	≥95.0
Asian	79.7	79.4	91.9
Black or African American	62.3	44.4	90.2
Hispanic/Latino	53.8	64.1	94.6
White	81.2	84.2	≥95.0
Two or More Races	86.7	78.4	≥95.0
ESOL	49.4	54.0	83.3
FARMS	46.2	51.9	88.8
SPED	52.4	56.7	72.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	5.3	6.0	81.3	0.0	62.0	38.0			
Supporting Services	4.3	20.0	15.7	60.0	0.0	64.3	35.7	469	98.1	1.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.0	37.3	54.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.8		
Average Class Size:	English = 27.1	Other = 28.7

Average SAT Scores[3 5] (76.4% Tested)			
	School	County	National
Critical Reading	586	542	495
Math	590	554	511
Writing	573	533	484
Total	1749	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
547	379	69.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.4%	≤5.0%	≤5.0%	60.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2009	30.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
107	101	0	2	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,335	2,335	2,304	2,356	2,466	2,649	2,763	2,865

School Personnel Costs	
Professional Salaries	$12,489,796
Supporting Services Salaries	$2,722,561
Employee Benefits	$4,044,391
Total Allocated Cost	**$19,256,748**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.373
Asst School Administrator	1.000	Special Education	18.266
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.874
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	1.500
Classroom	97.000	Teacher Assistant	
Resource/Team Leader/ Content Specialist	8.000	**Instructional Support Total**	27.013
Staff Development		Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	3.000	Administrative Secretary	1.000
Alternative	0.800	Registrar	1.000
Career/Technical Ed	0.400	School Financial Assistant	1.000
Reading/Literacy		Secretary	7.500
Special Education:		Parent/Community Coord	
Classroom	17.200	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	128.400	Security Assistant	4.000
		Student Monitor	
		Other Support Total	17.500
Other Professional		Building Services	
Counselor	9.000	Manager	
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.500	Worker	17.000
		Plant Equipment Operator	1.000
Other Professional Total	11.500	**Building Services Total**	19.000
		Food Services	1.312
Total Professional	144.900	**Total Supporting Services**	64.825

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

John F. Kennedy High School - #815

Principal: Mr. Joe L. Rubens, Jr. | 1901 Randolph Road Silver Spring, MD 20902 | Office Phone: (301) 929-2100
Director: Mr. Kevin E. Lowndes | Fax Number: (301) 929-2240
School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/kennedyhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2015–2016 Enrollment = 1,549

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**7.4**	**32.2**	**53.2**	**≤5.0**	**5.4**	**≤5.0**	Grade 9	489	31.6
ESOL	**21.4**	10.3	11.0	≤5.0	≤5.0	≤5.0	15.5	≤5.0	≤5.0	≤5.0	Grade 10	454	29.3
FARMS	**48.9**	24.0	24.9	≤5.0	≤5.0	13.9	30.9	≤5.0	≤5.0	≤5.0	Grade 11	281	18.1
SPED	**14.4**	≤5.0	10.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Grade 12	325	21.0
											Total	1,549	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	40.4	29.1	30.5

Other Participation

Students now or have in the past received FARMS[2] = 79.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.4%
Graduation Rate[2] [3] = 79.3%
Attendance Rate[2] [3] = 92.0%
Dropout Rate[2] [3] = 8.2%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 72.6%

School Programs

Academy of Business and Finance
Autism
College Institute
International Baccalaureate (IB) Diploma Programme
Leadership Training Institute
Learning and Academic Disabilities
Learning for Independence
MediaCom: Multimedia & Telecommunications Academy
Medical Careers
Medical Careers, Sports Medicine and Management Academy
Naval Junior Reserve Officer Training Corps (NJROTC)
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	90.3	92.4	83.2	81.8	86.5	84.3	79.9	74.9
AS	≥95.0	≥95.0	85.2	--	≥95.0	94.4	≥95.0	87.5
BL	90.0	88.7	81.7	90.0	85.3	84.1	79.3	82.3
HI	88.4	92.9	81.9	69.2	84.4	80.3	75.2	66.3
WH	90.9	90.9	--	--	94.1	≥95.0	88.2	72.7
MU	--	--	--	--	--	--	--	--
ESOL	70.0	--	--	--	60.0	40.0	20.0	--
FARMS	90.5	91.5	80.9	76.5	87.3	82.0	75.1	74.8
SPED	61.9	75.0	60.0	--	53.8	42.3	50.0	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John F. Kennedy High School - #815

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]

	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	38.8	52.0	73.1
Asian	63.6	75.0	86.5
Black or African American	39.6	54.2	77.3
Hispanic/Latino	35.2	46.1	68.1
White	38.5	61.1	73.2
Two or More Races	50.0	--	75.0
ESOL	18.1	41.3	46.8
FARMS	35.1	52.5	70.8
SPED	6.3	40.7	36.7

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	4.8	34.1	7.9	50.8	2.4	66.7	33.3
Supporting Services	11.3	40.8	28.2	19.7	0.0	64.8	35.2

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
351	92.3	7.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	42.1	46.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size: English = 23.4 Other = 24.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.500
Asst School Administrator	1.000	Special Education	22.275
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.250
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	0.750
Classroom	66.400	Teacher Assistant	
Resource/Team Leader/ Content Specialist	10.000	**Instructional Support Total**	28.775
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	6.000	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	2.400	School Financial Assistant Secretary	4.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	21.400	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
Teachers Total	109.800	Student Monitor	
		Other Support Total	14.500
		Building Services	
Other Professional		Manager	1.000
Counselor	7.100	Leader	
Media Specialist	1.000	Worker	10.500
Spec Ed Related Services	1.900	Plant Equipment Operator	1.000
		Building Services Total	12.500
Other Professional Total	10.000	Food Services	4.000
Total Professional	123.800	**Total Supporting Services**	59.775

Average SAT Scores[3 5] (57.0% Tested)

	School	County	National
Critical Reading	465	542	495
Math	472	554	511
Writing	459	533	484
Total	1396	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
351	87	24.8

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
89.2%	≤5.0%	≤5.0%	69.5%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1964	1999	29.1	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	78	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,833	1,833	1,641	1,749	1,797	1,920	1,989	2,062

School Personnel Costs

Professional Salaries	$10,340,118
Supporting Services Salaries	$2,590,097
Employee Benefits	$3,464,467
Total Allocated Cost	**$16,394,682**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Col. Zadok Magruder High School - #510

Principal: Mr. Leroy C. Evans
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Redland, Shady Grove

5939 Muncaster Mill Road Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/magruderhs/

Office Phone: (301) 840-4600
Fax Number: (301) 840-4617
Cluster Name: Col. Zadok Magruder

2015–2016 Enrollment = 1,513

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**14.3**	**18.7**	**35.4**	**≤5.0**	**26.7**	**≤5.0**	Grade 9	429	28.4
ESOL	**9.8**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0	≤5.0	Grade 10	404	26.7
FARMS	**33.8**	15.7	18.0	≤5.0	≤5.0	8.9	19.2	≤5.0	≤5.0	≤5.0	Grade 11	361	23.9
SPED	**10.3**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	319	21.1
											Total	1,513	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.3	23.7	16.0

Other Participation

Students now or have in the past received FARMS[2] = 52.3%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.5%

Graduation Rate[2] [3] = 90.2%

Attendance Rate[2] [3] = 93.5%

Dropout Rate[2] [3] = 5.9%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 77.6%

School Programs

Academy of Arts and Humanities
Academy of Education
Academy of Leadership and Education
Advanced Engineering Academy (Project Lead the Way)
Army Junior Reserve Officers' Training Corps (JROTC)
Autism
Emotional Disabilities
Learning and Academic Disabilities
National Academy of Finance

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.7	92.7	89.2	90.2	92.5	94.0	82.7	82.7
AS	≥95.0	≥95.0	94.0	≥95.0	89.8	≥95.0	84.9	89.3
BL	82.6	78.3	78.3	81.6	86.3	89.5	77.3	80.3
HI	≥95.0	91.1	83.3	84.1	90.4	90.3	69.3	71.0
WH	93.8	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	91.7	--
ESOL	--	--	--	--	--	--	--	--
FARMS	87.8	84.2	76.7	75.4	89.7	90.8	65.3	73.5
SPED	68.4	68.4	52.6	66.7	62.1	70.0	46.7	48.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. Zadok Magruder High School - #510

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	62.7	55.9	72.5
Asian	90.7	74.6	85.1
Black or African American	41.2	43.1	59.9
Hispanic/Latino	46.1	35.5	58.7
White	85.4	75.7	87.4
Two or More Races	78.9	70.0	91.1
ESOL	38.6	35.5	32.6
FARMS	41.4	34.1	53.5
SPED	30.8	21.2	21.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	11.9	4.6	77.1	1.8	56.0	44.0			
Supporting Services	13.1	26.2	16.4	44.3	0.0	59.0	41.0	297	97.6	2.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	32.1	59.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.1		
Average Class Size:	English = 26.9	Other = 26.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.375
Asst School Administrator	1.000	Special Education	15.974
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.124
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	0.750
Teachers		Teacher Assistant	
Classroom	64.100	**Instructional Support Total**	22.223
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.800	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	3.362
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	13.600	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	94.100	**Other Support Total**	14.362
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.000	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	13.000
Other Professional Total	7.800	Food Services	3.062
Total Professional	105.900	**Total Supporting Services**	52.647

Average SAT Scores[3 5] (65.9% Tested)			
	School	County	National
Critical Reading	523	542	495
Math	523	554	511
Writing	501	533	484
Total	1548	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
378	181	47.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.6%	≤5.0%	≤5.0%	67.3%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	30.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
91	84	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,955	1,941	1,538	1,570	1,560	1,592	1,577	1,622

School Personnel Costs	
Professional Salaries	$9,578,951
Supporting Services Salaries	$2,234,728
Employee Benefits	$3,157,350
Total Allocated Cost	**$14,971,029**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Richard Montgomery High School - #201

Principal: Mr. Damon A. Monteleone
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Julius West

250 Richard Montgomery Drive Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/rmhs/

Office Phone: (301) 610-8000
Fax Number: (301) 279-8428
Cluster Name: Richard Montgomery

2015–2016 Enrollment = 2,244

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**25.5**	**15.2**	**23.4**	**≤5.0**	**30.5**	**≤5.0**	Grade 9	622	27.7
ESOL	**11.1**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 10	597	26.6
FARMS	**18.4**	9.4	9.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Grade 11	547	24.4
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	478	21.3
											Total	2,244	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.3	18.4	5.3

Other Participation

Students now or have in the past received FARMS[2] = 35.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%

Graduation Rate[2] [3] = 90.4%

Attendance Rate[2] [3] = 94.6%

Dropout Rate[2] [3] = 6.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 79.0%

School Programs

Emotional Disabilities
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Learning and Academic Disabilities

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	91.4	85.5
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.1	81.6
BL	90.2	84.9	84.6	94.7	94.4	88.7	90.4	78.7
HI	≥95.0	94.9	88.5	90.9	≥95.0	93.0	86.3	85.1
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.6
MU	94.4	94.7	94.7	≥95.0	≥95.0	≥95.0	≥95.0	90.0
ESOL	--	--	--	--	--	--	30.0	--
FARMS	94.0	92.2	86.0	83.3	≥95.0	89.7	80.6	77.3
SPED	85.0	73.7	80.0	--	85.0	75.0	72.5	60.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Richard Montgomery High School - #201

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]

	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	67.1	78.0	82.6
Asian	87.8	83.2	94.0
Black or African American	57.0	69.1	70.7
Hispanic/Latino	42.4	63.1	63.2
White	79.1	88.5	93.2
Two or More Races	73.3	89.3	91.5
ESOL	29.9	51.7	38.5
FARMS	43.8	58.9	61.6
SPED	38.8	49.0	34.9

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	6.0	6.7	5.4	81.2	0.0	59.7	40.3
Supporting Services	15.2	28.8	15.2	40.9	0.0	62.1	37.9

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
462	97.4	2.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	36.9	52.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size: English = 26.2 Other = 27.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.750
Asst School Administrator		Special Education	13.200
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.750
		Hearing Interpreter	
Teachers		College/Career Information Coord	1.000
Classroom	98.500	Media Assistant	1.500
Resource/Team Leader/ Content Specialist	7.000	Teacher Assistant	
Staff Development	0.600	**Instructional Support Total**	22.200
Athletic Director	1.000	Other Support	
ESOL	4.600	Business Manager	1.000
Alternative	0.800	Administrative Secretary	1.000
Career/Technical Ed	0.600	Registrar	1.000
Reading/Literacy		School Financial Assistant	1.000
Special Education:		Secretary	6.000
Classroom	12.600	Parent/Community Coord	
Resource Program	2.000	Media Services Technician	1.000
Teachers Total	127.700	Security Team Leader	1.000
		Security Assistant	4.500
		Student Monitor	
		Other Support Total	16.500
Other Professional		Building Services	
Counselor	9.100	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.600	Worker	12.500
		Plant Equipment Operator	1.000
Other Professional Total	10.700	**Building Services Total**	14.500
		Food Services	3.000
Total Professional	143.400	**Total Supporting Services**	56.200

Average SAT Scores[3 5] (75.0% Tested)

	School	County	National
Critical Reading	575	542	495
Math	592	554	511
Writing	569	533	484
Total	1735	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
523	321	61.4

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
94.3%	≤5.0%	≤5.0%	74.7%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1942	2007	29.1	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	97	0	2	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,236	2,236	2,339	2,398	2,443	2,487	2,514	2,508

School Personnel Costs

Professional Salaries	$12,230,820
Supporting Services Salaries	$2,480,647
Employee Benefits	$3,957,838
Total Allocated Cost	**$18,669,305**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Northwest High School - #246

Principal: Mrs. E. Lancellotti (Lance) Dempsey 13501 Richter Farm Road Germantown, MD 20874 Office Phone: (301) 601-4660
Director: Mr. Brian W. Scriven Fax Number: (301) 601-4662
School Hours: 7:45 - 2:30 www.montgomeryschoolsmd.org/schools/northwesths/ Cluster Name: Northwest
Feeder Schools: Clemente, Kingsview, Lakelands Park

2015–2016 Enrollment = 2,255

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**18.0**	**28.1**	**19.8**	**≤5.0**	**28.8**	**5.1**	Grade 9	637	28.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	603	26.7
FARMS	**26.0**	12.7	13.3	≤5.0	≤5.0	11.9	8.5	≤5.0	≤5.0	≤5.0	Grade 11	529	23.5
SPED	**10.4**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	486	21.6
											Total	2,255	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 43.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.5%
Graduation Rate[2] [3] = 94.5%
Attendance Rate[2] [3] = 94.0%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = 3.1%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 87.6%

School Programs

Academy of Biotechnology
Academy of Commercial and Fine Arts
Academy of Finance
Achieving College Excellence and Success (ACES)
College/Career Research and Development
Emotional Disabilities
Internship Program (Seniors only)
Learning and Academic Disabilities
Montgomery College Middle College at Northwest High School
Positive Behavioral Interventions and Supports (PBIS)
Ulysses Signature Program

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.8	93.5	87.9	69.2	92.8	≥95.0	89.8	82.5
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	93.9	82.8
BL	77.8	89.0	75.6	--	84.1	90.7	83.3	76.5
HI	84.4	91.1	83.9	--	90.1	93.0	87.3	80.5
WH	94.6	≥95.0	≥95.0	--	≥95.0	≥95.0	94.5	≥95.0
MU	≥95.0	90.0	≥95.0	--	≥95.0	≥95.0	88.0	75.0
ESOL	--	--	--	--	--	--	--	--
FARMS	75.0	89.4	78.3	--	88.0	89.0	84.6	77.8
SPED	57.4	71.7	45.7	--	69.0	76.2	52.4	58.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwest High School - #246

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	71.9	70.2	85.9
Asian	89.6	88.8	≥95.0
Black or African American	58.3	53.3	75.3
Hispanic/Latino	57.3	62.1	79.2
White	86.1	80.1	94.3
Two or More Races	73.3	70.6	83.9
ESOL	50.0	35.3	67.8
FARMS	49.7	51.9	73.0
SPED	33.3	43.8	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	10.1	4.1	78.4	2.7	66.9	33.1			
Supporting Services	14.7	30.9	14.7	39.7	0.0	55.9	44.1	444	98.2	1.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	51.4	35.1

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 14.0		
Average Class Size:	English = 24.8	Other = 28.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.500
Asst School Administrator	1.000	Special Education	15.171
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	97.800	**Instructional Support Total**	22.921
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	1.800	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.000	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	130.000	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.500	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	15.500
Other Professional Total	10.100	Food Services	3.250
Total Professional	145.100	**Total Supporting Services**	58.671

Average SAT Scores[3 5] (69.4% Tested)			
	School	County	National
Critical Reading	525	542	495
Math	543	554	511
Writing	520	533	484
Total	1588	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
474	223	47.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.2%	≤5.0%	≤5.0%	56.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	34.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	98	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,241	2,241	2,340	2,448	2,537	2,558	2,624	2,618

School Personnel Costs	
Professional Salaries	$11,504,174
Supporting Services Salaries	$2,526,924
Employee Benefits	$3,772,911
Total Allocated Cost	**$17,804,009**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Northwood High School - #796

Principal: Mrs. Mildred L. Charley-Greene 919 University Boulevard West Silver Spring MD 20901 Office Phone: (301) 649-8088
Director: Mr. Kevin E. Lowndes Fax Number: (301) 649-8285
School Hours: 7:45 - 2:30 www.montgomeryschoolsmd.org/schools/northwoodhs/ Cluster Name: Downcounty Consortium
Feeder Schools: Lee, Silver Spring Int'l, Sligo MS

2015–2016 Enrollment = 1,579

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.0**	**50.0**	**≤5.0**	**6.3**	**24.6**	**52.8**	**≤5.0**	**13.8**	**≤5.0**	Grade 9	510	32.3
ESOL	**22.5**	9.2	13.4	≤5.0	≤5.0	≤5.0	18.1	≤5.0	≤5.0	≤5.0	Grade 10	433	27.4
FARMS	**50.4**	25.8	24.6	≤5.0	≤5.0	12.7	33.4	≤5.0	≤5.0	≤5.0	Grade 11	309	19.6
SPED	**12.5**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0	Grade 12	327	20.7
											Total	1,579	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.4	13.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 74.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.3%
Graduation Rate[2] [3] = 81.0%
Attendance Rate[2] [3] = 91.0%
Dropout Rate[2] [3] = 11.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 74.2%

School Programs

Academy of Arts and Humanities
Academy of Musical Theatre
Academy of Politics, Advocacy, and Law
Academy of Technology, Environmental, and Systems Science
Advancement Via Individual Determination (AVID)
Biomedical Magnet Program (Project Lead the Way)
Early College Scholars Program
Emotional Disabilities
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Montgomery Middle College at Northwood
Multidisciplinary Educational Training and Support (METS)

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	77.7	85.7	73.5	--	78.0	82.7	74.2	71.7
AS	92.9	≥95.0	80.0	--	≥95.0	≥95.0	83.3	94.4
BL	65.8	80.5	64.1	--	79.5	84.7	70.3	71.6
HI	78.2	81.0	70.2	--	70.5	75.2	66.9	62.0
WH	94.7	≥95.0	92.7	--	92.9	≥95.0	≥95.0	86.4
MU	--	--	--	--	80.0	--	--	--
ESOL	23.1	--	16.7	--	6.3	37.5	≤5.0	--
FARMS	69.7	81.1	62.5	--	65.6	76.1	62.3	57.8
SPED	52.4	65.0	40.5	--	52.6	66.7	48.8	40.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwood High School - #796

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	42.2	53.3	65.1
Asian	55.6	82.1	83.5
Black or African American	53.6	60.6	70.4
Hispanic/Latino	31.0	37.6	53.2
White	72.4	78.9	88.1
Two or More Races	61.5	--	88.1
ESOL	21.1	33.7	31.7
FARMS	32.8	45.4	55.4
SPED	30.5	38.1	36.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	28.5	10.0	55.4	2.3	63.1	36.9			
Supporting Services	19.0	32.8	17.2	29.3	1.7	62.1	37.9	379	92.1	7.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	41.5	40.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size: English = 27.5 Other = 23.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.500
Asst School Administrator	1.000	Special Education	14.550
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.500
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.250
Teachers		Teacher Assistant	
Classroom	73.600	**Instructional Support Total**	22.800
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.500	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	10.600	Registrar	1.000
Alternative	1.000	School Financial Assistant Secretary	5.000
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	15.400	Security Assistant	4.500
Resource Program	2.000	Student Monitor	
Teachers Total	113.100	**Other Support Total**	14.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.100	Worker	9.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	11.500
Other Professional Total	9.100	Food Services	3.750
Total Professional	126.200	**Total Supporting Services**	52.550

Average SAT Scores[3 5] (56.3% Tested)

	School	County	National
Critical Reading	479	542	495
Math	474	554	511
Writing	469	533	484
Total	1423	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
336	111	33.0

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
90.3%	≤5.0%	≤5.0%	61.3%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2004	29.6	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
73	61	0	8	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,519	1,519	1,622	1,700	1,739	1,806	1,930	2,002

School Personnel Costs

Professional Salaries	$10,004,490
Supporting Services Salaries	$2,171,332
Employee Benefits	$3,207,989
Total Allocated Cost	**$15,383,811**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Paint Branch High School - #315

Principal: Dr. Myriam A. Rogers | 14121 Old Columbia Pike Burtonsville, MD 20866 | Office Phone: (301) 388-9900
Director: Mr. Kevin E. Lowndes | Fax Number: (301) 989-5609
School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/paintbranchhs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2015–2016 Enrollment = 1,996

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**14.1**	**55.6**	**17.2**	**≤5.0**	**9.3**	**≤5.0**	Grade 9	585	29.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	503	25.2
FARMS	**36.4**	17.6	18.8	≤5.0	≤5.0	22.1	9.8	≤5.0	≤5.0	≤5.0	Grade 11	451	22.6
SPED	**10.2**	≤5.0	6.4	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	457	22.9
											Total	1,996	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.6	22.1	7.4

Other Participation

Students now or have in the past received FARMS[2] = 60.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.4%
Graduation Rate[2] [3] = 90.4%
Attendance Rate[2] [3] = 95.0%
Dropout Rate[2] [3] = 6.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 79.7%

School Programs

Academy of Arts and Media Studies
Academy of Biosciences and Health Professions (Project Lead the Way)
Academy of Business and Finance
Academy of Business and Hospitality
Academy of Finance
Academy of Science
Advanced Engineering Academy (Project Lead the Way)
Advancement Via Individual Determination (AVID)
APEX Scholars Signature
Career Awareness
Emerging Scholars
Emotional Disabilities
Learning and Academic Disabilities
Learning for Independence
Medical Careers
Naval Junior Reserve Officer Training Corps (NJROTC)

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.3	94.5	85.3	≥95.0	90.9	93.3	81.3	86.8
AS	≥95.0	≥95.0	90.3	≥95.0	≥95.0	≥95.0	92.4	90.0
BL	92.1	92.8	85.8	≥95.0	86.5	92.4	78.8	87.8
HI	≥95.0	93.8	75.0	90.9	88.7	87.1	69.8	80.5
WH	≥95.0	≥95.0	86.8	≥95.0	≥95.0	≥95.0	89.1	88.2
MU	90.9	91.7	84.6	≥95.0	≥95.0	≥95.0	88.9	90.0
ESOL	--	--	--	--	--	--	--	--
FARMS	90.4	93.1	80.7	≥95.0	88.8	89.8	75.6	89.0
SPED	77.8	68.4	52.6	76.5	46.2	55.6	44.4	68.4

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Paint Branch High School - #315

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	59.2	57.3	81.6
Asian	80.0	80.0	93.2
Black or African American	56.7	50.7	78.1
Hispanic/Latino	44.1	53.5	77.8
White	71.4	69.0	88.3
Two or More Races	66.7	56.3	84.7
ESOL	52.5	52.2	69.3
FARMS	46.5	43.5	73.4
SPED	16.1	14.5	35.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	24.5	4.2	63.6	2.1	65.7	34.3			
Supporting Services	11.6	36.2	8.7	39.1	2.9	66.7	33.3	418	93.1	6.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	37.8	53.1

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.7		
Average Class Size:	English = 25.2	Other = 26.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	2.999
Asst School Administrator		Special Education	16.184
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	1.000
Classroom	90.600	Teacher Assistant	
Resource/Team Leader/ Content Specialist	8.000	**Instructional Support Total**	23.808
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	0.800	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	1.900	School Financial Assistant	1.000
Reading/Literacy		Secretary	6.000
Special Education:		Parent/Community Coord	
Classroom	18.200	Media Services Technician	1.000
Resource Program	2.000	Security Team Leader	1.000
		Security Assistant	5.000
Teachers Total	124.100	Student Monitor	
		Other Support Total	17.000
Other Professional		Building Services	
Counselor	8.000	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.700	Worker	14.500
		Plant Equipment Operator	2.000
Other Professional Total	9.700	**Building Services Total**	17.500
		Food Services	3.688
Total Professional	138.800	**Total Supporting Services**	61.996

Average SAT Scores[3 5] (77.1% Tested)			
	School	County	National
Critical Reading	480	542	495
Math	496	554	511
Writing	473	533	484
Total	1449	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
450	178	39.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.5%	≤5.0%	≤5.0%	70.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1969	2012	46.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
94	87	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,025	2,025	1,991	2,038	2,087	2,183	2,261	2,248

School Personnel Costs	
Professional Salaries	$11,903,874
Supporting Services Salaries	$2,653,116
Employee Benefits	$3,821,881
Total Allocated Cost	**$18,378,871**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Poolesville High School - #152

Principal: Ms. Deena Levine
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: John Poole

17501 Willard Road Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolesvillehs/

Office Phone: (301) 972-7900
Fax Number: (301) 972-7943
Cluster Name: Poolesville

2015–2016 Enrollment = 1,205													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**28.5**	**5.1**	**8.0**	**≤5.0**	**51.5**	**6.4**	Grade 9	301	25.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	322	26.7
FARMS	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	283	23.5
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	299	24.8
											Total	1,205	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.7	15.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 14.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Graduation Rate[2] [3] = ≥95.0%

Attendance Rate[2] [3] = 94.5%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 89.9%

School Programs

Advanced Engineering Academy (Project Lead the Way)
Global Ecology House
Humanities House
Independent Studies House
Learning and Academic Disabilities
Science, Math and Computer House

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	93.5	80.3
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
BL	84.6	84.6	84.6	--	77.8	83.3	72.2	--
HI	81.8	86.4	≥95.0	--	85.7	93.3	80.0	--
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	88.4
MU	≥95.0	≥95.0	≥95.0	--	94.7	94.7	85.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	85.0	90.5	85.7	--	73.9	78.3	60.9	53.3
SPED	75.0	92.3	76.9	--	72.2	66.7	47.4	38.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Poolesville High School - #152

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]

	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	85.2	91.2	≥95.0
Asian	93.3	≥95.0	≥95.0
Black or African American	79.2	84.6	≥95.0
Hispanic/Latino	87.0	90.5	≥95.0
White	82.0	89.0	≥95.0
Two or More Races	85.0	85.0	≥95.0
ESOL	--	--	--
FARMS	63.0	82.4	≥95.0
SPED	58.8	78.6	93.8

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	5.8	1.2	4.7	88.4	0.0	55.8	44.2
Supporting Services	0.0	9.4	15.6	71.9	3.1	62.5	37.5

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
236	97.5	2.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.6	29.1	59.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.3

Average Class Size: English = 27.6 Other = 27.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	4.000
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.000
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	0.500
Classroom	54.800	Teacher Assistant	
Resource/Team Leader/ Content Specialist	7.000	**Instructional Support Total**	8.875
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL		Administrative Secretary	1.000
Alternative	0.200	Registrar	2.000
Career/Technical Ed	0.400	School Financial Assistant	1.000
Reading/Literacy		Secretary	3.500
Special Education:		Parent/Community Coord	
Classroom	6.100	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	71.100	Security Assistant	2.000
		Student Monitor	
		Other Support Total	12.500
Other Professional		Building Services	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.200	Worker	8.000
		Plant Equipment Operator	1.000
Other Professional Total	5.700	**Building Services Total**	11.000
		Food Services	0.750
Total Professional	80.800	**Total Supporting Services**	33.125

Average SAT Scores[3 5] (83.5% Tested)

	School	County	National
Critical Reading	630	542	495
Math	651	554	511
Writing	606	533	484
Total	1886	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
297	227	76.4

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	44.3%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1953	1978	37.2	1	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	52	0	0	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,170	1,170	1,210	1,224	1,198	1,211	1,211	1,195

School Personnel Costs

Professional Salaries	$7,258,963
Supporting Services Salaries	$1,487,192
Employee Benefits	$2,244,498
Total Allocated Cost	**$10,990,653**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Quince Orchard High School - #125

Principal: Mrs. Carole A. Working
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: Lakelands Park, Ridgeview

15800 Quince Orchard Road Gaithersburg, MD 20878
www.qohs.org/

Office Phone: (301) 840-4686
Fax Number: (301) 840-4699
Cluster Name: Quince Orchard

2015–2016 Enrollment = 1,924													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**13.1**	**14.7**	**23.8**	**≤5.0**	**44.0**	**≤5.0**	Grade 9	476	24.7
ESOL	**8.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 10	491	25.5
FARMS	**22.4**	11.3	11.1	≤5.0	≤5.0	6.7	10.5	≤5.0	≤5.0	≤5.0	Grade 11	517	26.9
SPED	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	440	22.9
											Total	1,924	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.0	≤5.0	8.7

Other Participation

Students now or have in the past received FARMS[2] = 38.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.1%
Graduation Rate[2] [3] = 92.5%
Attendance Rate[2] [3] = 93.5%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 84.8%

School Programs

Advanced Placement Social Studies Signature Program
Cisco Academy
Engineering Magnet Program (Project Lead the Way)
ESOL Center
Extensions
Fine Arts and Humanities Signature Program
Learning and Academic Disabilities
Multidisciplinary Educational Training and Support (METS)
Performance Arts Signature Program
School/Community-Based
Visual Arts Signature Program

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	90.0	83.3	94.0	94.0	90.3	80.4
AS	≥95.0	≥95.0	89.8	--	≥95.0	≥95.0	≥95.0	91.7
BL	90.5	93.5	78.7	--	80.7	83.1	72.9	64.9
HI	85.9	88.5	78.5	--	86.6	89.0	80.7	75.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	90.2
MU	≥95.0	94.1	94.4	--	≥95.0	94.1	88.2	--
ESOL	--	--	--	--	--	--	--	--
FARMS	85.7	87.5	66.7	--	90.6	89.5	79.8	75.6
SPED	73.9	79.2	70.8	--	80.0	76.2	73.8	66.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Quince Orchard High School - #125

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	66.7	69.6	94.1
Asian	75.4	87.3	≥95.0
Black or African American	50.6	40.0	88.7
Hispanic/Latino	43.7	42.1	89.0
White	86.1	88.5	≥95.0
Two or More Races	65.5	68.4	≥95.0
ESOL	26.7	38.2	79.4
FARMS	40.1	38.4	88.6
SPED	41.7	25.6	74.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	4.5	7.5	81.2	2.3	59.4	40.6			
Supporting Services	14.5	19.4	19.4	45.2	1.6	66.1	33.9	379	97.1	2.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	46.6	34.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.5		
Average Class Size:	English = 26.2	Other = 26.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.500
Asst School Administrator	1.000	Special Education	11.150
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.936
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	88.600	**Instructional Support Total**	20.086
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.600	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	0.800	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	8.700	Security Team Leader	1.000
Resource Program	1.500	Security Assistant	5.000
		Student Monitor	
Teachers Total	113.600	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.500	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500	**Building Services Total**	14.000
Other Professional Total	9.000	Food Services	3.375
Total Professional	127.600	**Total Supporting Services**	54.461

Average SAT Scores[3 5] (61.1% Tested)			
	School	County	National
Critical Reading	542	542	495
Math	555	554	511
Writing	526	533	484
Total	1623	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
411	239	58.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	59.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1988	--	30.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	80	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,857	1,857	1,954	1,959	1,997	2,028	2,024	2,050

School Personnel Costs	
Professional Salaries	$10,081,232
Supporting Services Salaries	$2,419,865
Employee Benefits	$3,353,512
Total Allocated Cost	**$15,854,609**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Rockville High School - #230

Principal: Ms. Billie-Jean Bensen
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: Wood

2100 Baltimore Road Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/rockvillehs/

Office Phone: (301) 517-8105
Fax Number: (301) 517-8288
Cluster Name: Rockville

2015–2016 Enrollment = 1,342

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.3**	**54.7**	**≤5.0**	**11.3**	**13.3**	**38.7**	**≤5.0**	**32.7**	**≤5.0**	Grade 9	383	28.5
ESOL	**11.9**	5.1	6.8	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Grade 10	384	28.6
FARMS	**33.3**	14.7	18.6	≤5.0	≤5.0	5.4	22.0	≤5.0	≤5.0	≤5.0	Grade 11	289	21.5
SPED	**16.3**	5.8	10.5	≤5.0	≤5.0	≤5.0	6.2	≤5.0	5.4	≤5.0	Grade 12	286	21.3
											Total	1,342	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.2	22.5	30.3

Other Participation

Students now or have in the past received FARMS[2] = 50.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.0%

Graduation Rate[2] [3] = 85.3%

Attendance Rate[2] [3] = 94.2%

Dropout Rate[2] [3] = 6.6%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 76.1%

School Programs

Autism
Career Pathway Programs
Deaf & Hard/Hearing
International Baccalaureate (IB) Diploma Programme
International Baccaureate (IB) Career Program
Journalism Academy
Learning and Academic Disabilities
Learning for Independence

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	88.6	90.7	93.7	91.9	87.1	91.7
AS	≥95.0	≥95.0	92.3	≥95.0	≥95.0	≥95.0	92.9	≥95.0
BL	≥95.0	92.3	87.5	89.5	83.3	81.4	73.8	84.2
HI	94.0	90.0	79.1	83.3	90.7	88.2	79.3	86.7
WH	≥95.0	≥95.0	93.8	92.7	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	93.3	≥95.0	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	91.8	84.9	75.0	85.7	86.8	82.7	73.7	82.1
SPED	80.8	76.9	52.0	60.0	78.3	80.0	68.0	70.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rockville High School - #230

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	64.0	65.0	79.2
Asian	77.8	94.6	87.7
Black or African American	69.6	46.5	70.4
Hispanic/Latino	47.9	47.5	69.0
White	82.5	81.6	90.2
Two or More Races	53.8	58.3	84.3
ESOL	23.3	23.9	42.3
FARMS	49.4	46.1	65.0
SPED	34.9	31.0	44.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.9	9.8	7.1	73.2	0.9	67.0	33.0			
Supporting Services	7.6	19.0	16.5	55.7	0.0	68.4	31.6	280	97.9	2.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.6	43.8	44.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 9.5		
Average Class Size:	English = 24.1	Other = 25.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.810
Asst School Administrator	1.000	Special Education	20.525
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.125
Administrative Total	4.000	Hearing Interpreter	13.006
		College/Career Information Coord	1.000
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	56.400	**Instructional Support Total**	39.966
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.400	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	1.200	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	19.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	3.500
		Student Monitor	
Teachers Total	93.700	**Other Support Total**	13.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	5.400	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	2.500	**Building Services Total**	15.500
Other Professional Total	8.900	Food Services	2.250
Total Professional	106.600	**Total Supporting Services**	71.216

Average SAT Scores[3 5] (70.8% Tested)			
	School	County	National
Critical Reading	518	542	495
Math	521	554	511
Writing	516	533	484
Total	1555	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
277	153	55.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.5%	≤5.0%	≤5.0%	62.6%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2004	29.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
78	65	0	2	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,570	1,570	1,419	1,466	1,466	1,511	1,571	1,596

School Personnel Costs	
Professional Salaries	$8,738,076
Supporting Services Salaries	$3,102,496
Employee Benefits	$3,260,816
Total Allocated Cost	**$15,101,388**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Seneca Valley High School - #104

Principal: Mr. Marc J. Cohen
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30
Feeder Schools: Clemente, King

19401 Crystal Rock Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/senecavalleyhs/

Office Phone: (301) 353-8000
Fax Number: (301) 353-8004
Cluster Name: Seneca Valley

2015–2016 Enrollment = 1,198													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**11.4**	**36.0**	**29.1**	**≤5.0**	**19.6**	**≤5.0**	Grade 9	317	26.5
ESOL	**11.9**	5.3	6.5	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	Grade 10	354	29.5
FARMS	**38.4**	19.0	19.4	≤5.0	≤5.0	18.9	13.4	≤5.0	≤5.0	≤5.0	Grade 11	258	21.5
SPED	**12.9**	≤5.0	8.3	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	269	22.5
											Total	1,198	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.4	≤5.0	37.4

Other Participation

Students now or have in the past received FARMS[2] = 63.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.0%

Graduation Rate[2] [3] = 84.2%

Attendance Rate[2] [3] = 92.6%

Dropout Rate[2] [3] = 9.9%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 66.7%

School Programs

Academy of Arts and Media Studies
Academy of Business and Finance
Academy of Human Services
Academy of Information Technology (AOIT)
Academy of Science
Academy of Technology
Achieving College Excellence and Success (ACES)
College Institute
International Baccalaureate (IB) Diploma Programme
Learning and Academic Disabilities
Learning for Independence
Naval Junior Reserve Officer Training Corps (NJROTC)
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	91.8	≥95.0	83.3	93.3	89.4	92.8	80.6	86.4
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	83.3	85.7
BL	86.1	94.9	81.3	94.6	82.8	91.4	75.3	83.1
HI	89.4	91.3	72.7	88.4	80.6	85.7	74.6	82.1
WH	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0	90.5	≥95.0
MU	--	--	--	--	≥95.0	≥95.0	94.4	88.9
ESOL	--	--	--	--	--	--	--	--
FARMS	87.2	93.6	76.0	91.7	83.3	87.0	74.5	81.3
SPED	56.5	86.4	56.5	80.0	65.0	80.0	50.0	65.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Seneca Valley High School - #104

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	58.4	56.8	78.1
Asian	76.7	77.1	84.2
Black or African American	56.1	40.6	75.4
Hispanic/Latino	41.3	54.4	71.0
White	77.9	75.8	86.3
Two or More Races	76.5	50.0	89.3
ESOL	31.0	22.9	52.5
FARMS	46.2	36.9	69.1
SPED	25.0	14.3	31.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.8	16.5	4.9	69.9	1.9	66.0	34.0			
Supporting Services	5.4	19.6	23.2	48.2	1.8	67.9	32.1	276	93.8	6.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.5	38.8	45.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.1		
Average Class Size:	English = 23.5	Other = 22.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.500
Asst School Administrator	1.000	Special Education	15.675
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.000
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	56.200	**Instructional Support Total**	21.675
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.800	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.000	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.700	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	88.300	**Other Support Total**	13.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	5.000	Worker	9.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.400	**Building Services Total**	11.000
Other Professional Total	7.400	Food Services	2.000
Total Professional	99.700	**Total Supporting Services**	47.675

Average SAT Scores[3 5] (69.5% Tested)			
	School	County	National
Critical Reading	485	542	495
Math	488	554	511
Writing	488	533	484
Total	1461	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
279	91	32.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	75.6%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	29.4	0	1

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
66	56	0	4	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,361	2,400	1,233	1,258	1,277	1,329	1,362	1,392

School Personnel Costs	
Professional Salaries	$8,330,593
Supporting Services Salaries	$2,052,880
Employee Benefits	$2,790,357
Total Allocated Cost	**$13,173,830**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Sherwood High School - #503

Principal: Mr. William M. Gregory
Director: Mr. Kevin E. Lowndes
School Hours: 7:45 - 2:30
Feeder Schools: Farquhar, Rosa Parks

300 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodhs/

Office Phone: (301) 924-3200
Fax Number: (301) 924-3220
Cluster Name: Sherwood

2015–2016 Enrollment = 1,890

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**11.7**	**16.9**	**15.2**	**≤5.0**	**52.2**	**≤5.0**	Grade 9	504	26.7
ESOL	**10.2**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	448	23.7
FARMS	**17.2**	8.3	8.9	≤5.0	≤5.0	7.1	5.9	≤5.0	≤5.0	≤5.0	Grade 11	476	25.2
SPED	**10.1**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	462	24.4
											Total	1,890	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.2	15.3	11.6

Other Participation

Students now or have in the past received FARMS[2] = 27.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.0%

Graduation Rate[2] [3] = 91.8%

Attendance Rate[2] [3] = 94.2%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 84.9%

School Programs

Academy of Hospitality and Tourism
Academy of Teacher Education
Advanced Engineering Academy (Project Lead the Way)
ESOL Center
Learning and Academic Disabilities
Learning for Independence
Medical Careers
Medical Careers, Sports Medicine and Management Academy
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.9	94.7	89.9	≥95.0	92.3	92.5	87.9	87.9
AS	≥95.0	93.9	93.0	≥95.0	≥95.0	94.6	87.5	78.6
BL	72.3	80.6	83.6	90.4	85.9	86.1	74.4	79.6
HI	93.5	93.3	73.2	94.7	76.8	76.4	68.4	66.7
WH	≥95.0	≥95.0	93.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	93.8	92.9	88.2	82.4	88.2	--
ESOL	59.3	60.0	--	--	42.9	43.5	25.0	--
FARMS	81.4	80.0	81.3	89.2	75.7	78.3	62.2	64.7
SPED	66.7	73.7	56.8	81.1	65.8	64.1	60.5	69.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sherwood High School - #503

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	73.8	76.7	93.1
Asian	85.1	76.5	90.9
Black or African American	50.6	61.7	86.5
Hispanic/Latino	45.8	58.6	84.8
White	89.5	87.6	≥95.0
Two or More Races	76.5	85.7	≥95.0
ESOL	32.3	37.0	62.6
FARMS	46.7	39.1	76.2
SPED	50.9	45.7	73.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	11.5	7.7	76.9	0.0	70.8	29.2			
Supporting Services	4.7	28.1	15.6	50.0	1.6	60.9	39.1	404	93.1	6.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	30.0	63.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size: English = 24.5 Other = 26.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.875
Asst School Administrator	1.000	Special Education	15.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.500
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	79.600	**Instructional Support Total**	24.000
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.800	Registrar	1.000
Alternative	0.600	School Financial Assistant	1.000
Career/Technical Ed	1.200	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	13.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	110.000	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.100	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	15.500
Other Professional Total	10.000	Food Services	2.750
Total Professional	125.000	**Total Supporting Services**	57.250

Average SAT Scores[3 5] (81.5% Tested)

	School	County	National
Critical Reading	527	542	495
Math	537	554	511
Writing	517	533	484
Total	1582	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
475	269	56.6

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	48.0%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1991	49.3	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
101	93	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,166	2,166	1,874	1,895	1,944	1,918	1,939	1,915

School Personnel Costs

Professional Salaries	$11,302,091
Supporting Services Salaries	$2,605,124
Employee Benefits	$3,730,632
Total Allocated Cost	**$17,637,847**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Springbrook High School - #798

Principal: Mr. Samuel A. Rivera
Director: Mr. Kevin E. Lowndes
School Hours: 7:45 - 2:30
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

201 Valley Brook Drive Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/springbrookhs/

Office Phone: (301) 989-5700
Fax Number: (301) 622-1875
Cluster Name: Northeast Consortium

2015–2016 Enrollment = 1,790

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							**Enrollment by Grade**		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**42.4**	**57.6**	**≤5.0**	**11.3**	**41.8**	**35.1**	**≤5.0**	**8.0**	**≤5.0**	Grade 9	531	29.7
ESOL	**14.9**	5.6	9.2	≤5.0	≤5.0	≤5.0	10.4	≤5.0	≤5.0	≤5.0	Grade 10	487	27.2
FARMS	**44.0**	17.3	26.7	≤5.0	≤5.0	17.9	20.6	≤5.0	≤5.0	≤5.0	Grade 11	424	23.7
SPED	**9.7**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	348	19.4
											Total	1,790	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.2	10.9	10.9

Other Participation

Students now or have in the past received FARMS[2] = 66.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.0%
Graduation Rate[2] [3] = 84.9%
Attendance Rate[2] [3] = 93.6%
Dropout Rate[2] [3] = 7.2%
Suspension Rate[2] [3] = 3.7%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 75.9%

School Programs

Academy of Information Technology (AOIT)
Achieving College Excellence and Success (ACES)
Career Pathway Programs
ESOL Center
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Justice, Law and Society Academy
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	84.8	91.0	83.3	72.7	87.6	91.2	79.8	80.7
AS	91.2	94.6	86.1	--	94.0	≥95.0	83.3	87.5
BL	82.4	91.2	85.2	--	88.2	90.8	78.9	80.4
HI	78.8	85.5	72.1	--	83.1	87.7	75.6	72.1
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	93.3	≥95.0
MU	92.3	91.7	92.3	--	--	--	--	--
ESOL	--	36.4	--	--	--	--	--	--
FARMS	80.4	87.9	72.8	--	84.1	87.5	74.0	71.3
SPED	50.0	65.0	35.0	--	69.2	61.5	57.7	47.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Springbrook High School - #798

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	48.0	57.2	86.5
Asian	74.6	84.4	93.9
Black or African American	54.8	60.8	89.7
Hispanic/Latino	31.3	37.2	77.5
White	67.6	78.6	≥95.0
Two or More Races	53.3	75.0	90.4
ESOL	22.4	35.9	67.7
FARMS	40.5	46.7	81.8
SPED	16.1	29.8	67.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	28.4	7.5	56.0	3.0	67.9	32.1			
Supporting Services	9.7	35.5	21.0	30.6	3.2	59.7	40.3	376	93.6	6.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	29.1	55.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.6		
Average Class Size:	English = 24.5	Other = 26.1

Average SAT Scores[3 5] (61.6% Tested)			
	School	County	National
Critical Reading	478	542	495
Math	492	554	511
Writing	470	533	484
Total	1440	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
375	112	29.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.6%	≤5.0%	≤5.0%	60.5%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1994	25.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
101	93	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,162	2,162	1,831	1,854	1,892	1,915	1,970	1,991

School Personnel Costs	
Professional Salaries	$11,074,820
Supporting Services Salaries	$2,404,093
Employee Benefits	$3,588,440
Total Allocated Cost	**$17,067,353**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator	1.000	Special Education	12.498
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.375
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	0.750
Classroom	79.400	Teacher Assistant	
Resource/Team Leader/ Content Specialist	10.000	**Instructional Support Total**	19.873
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	5.600	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	2.000	School Financial Assistant	1.000
Reading/Literacy		Secretary	5.000
Special Education:		Parent/Community Coord	
Classroom	13.400	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	114.000	Security Assistant	5.000
		Student Monitor	
		Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.400	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.800	Worker	14.500
		Plant Equipment Operator	1.000
Other Professional Total	9.200	**Building Services Total**	16.500
		Food Services	3.125
Total Professional	128.200	**Total Supporting Services**	55.498

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Watkins Mill High School - #545

Principal: Ms. Carol L. Goddard | 10301 Apple Ridge Road Gaithersburg, MD 20879 | Office Phone: (301) 840-3959
Director: Mr. Brian W. Scriven | Fax Number: (301) 840-3980
School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/watkinsmillhs/ | Cluster Name: Watkins Mill
Feeder Schools: Montgomery Village, Neelsville

2015–2016 Enrollment = 1,524

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.7**	**55.3**	**≤5.0**	**8.7**	**31.6**	**43.1**	**≤5.0**	**11.7**	**≤5.0**	Grade 9	446	29.3
ESOL	**20.0**	8.1	11.9	≤5.0	≤5.0	≤5.0	16.1	≤5.0	≤5.0	≤5.0	Grade 10	418	27.4
FARMS	**51.4**	22.5	28.9	≤5.0	≤5.0	19.8	24.6	≤5.0	≤5.0	≤5.0	Grade 11	332	21.8
SPED	**12.9**	≤5.0	8.7	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	328	21.5
											Total	1,524	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.9	20.8	17.3

Other Participation

Students now or have in the past received FARMS[2] = 75.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.5%
Graduation Rate[2] [3] = 90.8%
Attendance Rate[2] [3] = 91.7%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = 3.2%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 72.3%

School Programs

Academy of Business and Finance
Academy of Education
Academy of Engineering and Technology
Academy of Finance
Academy of Health Professions
Academy of Hospitality Management
Achieving College Excellence and Success (ACES)
Autism
Career Pathway Programs
Child Development
Computer Science
Early Childhood Development/Pre-School
Engineering Magnet Program (Project Lead the Way)
ESOL Center
Gifted and Talented/Learning Disabled
International Baccalaureate (IB) Career-related Certificate (IBCC)
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Learning and Academic Disabilities
Learning for Independence
Learning for Independence (for current QOHS students only)
Medical Careers
Medical Careers, Sports Medicine and Management Academy
Montgomery College Dual Enrollment
National Academy of Finance
Medical Careers

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	72.4	80.0	73.6	50.0	73.2	82.4	73.8	84.1
AS	82.8	93.1	85.7	--	91.7	91.7	78.4	86.7
BL	60.6	70.1	61.8	--	68.9	80.8	68.9	81.1
HI	65.9	75.3	69.5	--	70.0	76.4	72.1	84.9
WH	≥95.0	≥95.0	90.9	--	85.0	≥95.0	≥95.0	89.5
MU	75.0	83.3	83.3	--	66.7	91.7	83.3	--
ESOL	10.0	33.3	--	--	30.8	16.7	7.1	--
FARMS	63.6	71.9	66.1	50.0	73.4	76.8	69.7	80.2
SPED	26.3	26.1	18.2	--	42.3	50.0	42.3	50.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Watkins Mill High School - #545

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	51.4	57.2	87.8
Asian	67.4	70.0	94.5
Black or African American	56.8	59.4	87.5
Hispanic/Latino	39.7	48.4	84.2
White	67.9	75.7	≥95.0
Two or More Races	70.0	66.7	90.3
ESOL	25.0	50.0	75.7
FARMS	40.8	52.5	86.1
SPED	23.5	33.3	55.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	16.7	10.0	65.8	0.8	61.7	38.3			
Supporting Services	15.7	27.1	17.1	40.0	0.0	64.3	35.7	337	93.8	6.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.0	39.2	45.8

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.0		
Average Class Size:	English = 23.1	Other = 25.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.375
Asst School Administrator	1.000	Special Education	18.805
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.250
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	0.750
Teachers		Teacher Assistant	
Classroom	67.400	**Instructional Support Total**	27.180
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development		Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	7.000	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.000	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	16.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	103.600	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.400	Worker	12.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	14.500
Other Professional Total	8.400	Food Services	3.750
Total Professional	116.000	**Total Supporting Services**	61.430

Average SAT Scores[3 5] (31.5% Tested)			
	School	County	National
Critical Reading	510	542	495
Math	512	554	511
Writing	487	533	484
Total	1510	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
314	118	37.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.6%	≤5.0%	≤5.0%	67.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1989	--	51.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
90	82	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,942	1,942	1,602	1,685	1,705	1,734	1,800	1,845

School Personnel Costs	
Professional Salaries	$9,440,609
Supporting Services Salaries	$2,646,059
Employee Benefits	$3,279,915
Total Allocated Cost	**$15,366,583**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Wheaton High School - #782

Principal: Dr. Debra K. Mugge | 12601 Dalewood Drive Silver Spring, MD 20906 | Office Phone: (301) 929-2050
Director: Dr. Debra S. Munk | Fax Number: (301) 929-2081
School Hours: 7:45 - 2:30 | www.montgomeryschoolsmd.org/schools/wheatonhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2015–2016 Enrollment = 1,554

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**40.8**	**59.2**	**≤5.0**	**12.1**	**26.4**	**50.7**	**≤5.0**	**8.4**	**≤5.0**	Grade 9	528	34.0
ESOL	**18.9**	7.4	11.5	≤5.0	≤5.0	≤5.0	15.3	≤5.0	≤5.0	≤5.0	Grade 10	441	28.4
FARMS	**47.6**	20.3	27.3	≤5.0	≤5.0	12.1	29.9	≤5.0	≤5.0	≤5.0	Grade 11	330	21.2
SPED	**11.1**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Grade 12	255	16.4
											Total	1,554	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.7	12.2	15.1

Other Participation

Students now or have in the past received FARMS[2] = 73.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.1%
Graduation Rate[2] [3] = 82.8%
Attendance Rate[2] [3] = 91.8%
Dropout Rate[2] [3] = 11.0%
Suspension Rate[2] [3] = 4.1%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 73.0%

School Programs

Academy of Biosciences and Health Professions (Project Lead the Way)
Academy of Information Technology (AOIT)
Advanced Engineering Academy (Project Lead the Way)
Biomedical Magnet Program (Project Lead the Way)
Career Pathway Programs
Child Development
Engineering and BioScience Magnet
Engineering Magnet Program (Project Lead the Way)
ESOL Center
Institute of Global and Cultural Studies Academy
Learning and Academic Disabilities
Learning for Independence
Multidisciplinary Educational Training and Support (METS)
Ninth Grade Academy
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	90.7	88.9	80.4	89.6	85.3	86.6	78.6	79.3
AS	93.5	86.2	67.7	88.9	93.1	89.3	86.2	84.0
BL	86.4	89.6	83.1	85.9	83.1	88.9	80.3	87.3
HI	91.3	87.3	79.4	89.5	83.6	83.8	73.8	72.5
WH	93.8	93.8	93.8	≥95.0	90.9	≥95.0	≥95.0	94.4
MU	--	≥95.0	--	≥95.0	--	--	--	--
ESOL	62.5	33.3	6.7	--	50.0	38.5	11.1	25.0
FARMS	88.8	83.5	78.1	86.9	83.9	85.8	75.8	79.1
SPED	64.3	73.3	43.8	56.3	50.0	59.1	40.9	44.4

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wheaton High School - #782

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	48.0	56.4	76.7
Asian	82.2	86.5	91.8
Black or African American	66.1	66.0	85.3
Hispanic/Latino	32.6	41.6	67.9
White	64.3	83.9	87.2
Two or More Races	40.0	--	90.3
ESOL	16.0	21.8	48.9
FARMS	37.5	45.2	70.1
SPED	23.3	32.0	39.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	19.0	11.6	62.0	0.8	66.1	33.9			
Supporting Services	9.8	36.1	26.2	27.9	0.0	73.8	26.2	319	95.9	4.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.9	39.7	45.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.7		
Average Class Size:	English = 26.8	Other = 25.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.250
Asst School Administrator	1.000	Special Education	12.825
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.250
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	0.750
Teachers		Teacher Assistant	
Classroom	68.800	**Instructional Support Total**	21.075
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	8.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	0.600	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	14.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.500
		Student Monitor	
Teachers Total	104.400	**Other Support Total**	14.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.600	Worker	9.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	11.000
Other Professional Total	8.500	Food Services	3.875
Total Professional	116.900	**Total Supporting Services**	50.450

Average SAT Scores[3 5] (44.0% Tested)			
	School	County	National
Critical Reading	461	542	495
Math	461	554	511
Writing	452	533	484
Total	1374	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
282	91	32.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.1%	5.2%	≤5.0%	57.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	2016	28.2	0	2

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
80	70	0	5	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,677	1,677	1,637	1,707	1,708	1,709	1,784	1,839

School Personnel Costs	
Professional Salaries	$9,693,398
Supporting Services Salaries	$2,166,527
Employee Benefits	$3,187,883
Total Allocated Cost	**$15,047,808**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Walt Whitman High School - #427

Principal: Dr. Alan S. Goodwin
Director: Dr. Debra S. Munk
School Hours: 7:45 - 2:30
Feeder Schools: Pyle

7100 Whittier Boulevard Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/whitmanhs/

Office Phone: (301) 320-6600
Fax Number: (301) 320-6594
Cluster Name: Walt Whitman

2015–2016 Enrollment = 1,977

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**13.2**	**≤5.0**	**9.3**	**≤5.0**	**69.0**	**≤5.0**	Grade 9	536	27.1
ESOL	**8.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	485	24.5
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	494	25.0
SPED	**9.5**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	Grade 12	462	23.4
											Total	1,977	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.1	15.5	13.4

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.1%

Graduation Rate[2] [3] = ≥95.0%

Attendance Rate[2] [3] = 94.7%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 87.1%

School Programs

Emotional Disabilities
ESOL Center
Learning and Academic Disabilities
Learning for Independence
Learning for Independence (for current QOHS students only)
Physical Disabilities
School/Community-Based

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	88.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	92.5	90.0
BL	--	--	--	--	88.9	89.5	89.5	--
HI	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	90.2
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
ESOL	--	--	--	--	--	--	80.0	--
FARMS	--	--	--	--	--	--	--	--
SPED	94.3	≥95.0	82.9	--	91.2	94.1	86.1	75.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walt Whitman High School - #427

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	80.3	83.5	93.8
Asian	76.1	64.5	94.4
Black or African American	57.9	46.2	79.7
Hispanic/Latino	70.7	60.0	88.8
White	84.2	90.7	94.9
Two or More Races	80.8	≥95.0	≥95.0
ESOL	46.9	47.9	80.4
FARMS	42.9	--	65.9
SPED	45.8	49.0	67.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	3.8	2.3	87.2	0.8	63.2	36.8			
Supporting Services	14.8	29.5	11.5	42.6	1.6	67.2	32.8	395	98.7	1.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	28.6	60.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.6		
Average Class Size:	English = 28.2	Other = 27.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.250
Asst School Administrator		Special Education	16.025
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	86.000	**Instructional Support Total**	23.400
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.000	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	0.600	Secretary	7.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	114.900	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.500	Worker	10.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	12.500
Other Professional Total	9.400	Food Services	3.687
Total Professional	128.300	**Total Supporting Services**	55.587

Average SAT Scores[3 5] (72.3% Tested)			
	School	County	National
Critical Reading	620	542	495
Math	641	554	511
Writing	610	533	484
Total	1872	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
448	356	79.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.0%	≤5.0%	≤5.0%	45.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1992	30.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
88	81	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
1,891	2,398	2,075	2,118	2,196	2,202	2,184	2,231

School Personnel Costs	
Professional Salaries	$12,279,297
Supporting Services Salaries	$2,458,229
Employee Benefits	$3,689,136
Total Allocated Cost	**$18,426,662**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas S. Wootton High School - #234

Principal: Ms. Kimberly M. Boldon (Acting) 2100 Wootton Parkway Rockville, MD 20850 Office Phone: (301) 279-8550
Director: Dr. Debra S. Munk Fax Number: (301) 279-8569
School Hours: 7:45 - 2:30 www.montgomeryschoolsmd.org/schools/woottonhs/ Cluster Name: Thomas S. Wootton
Feeder Schools: Cabin John, Frost

2015–2016 Enrollment = 2,206

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.7**	**50.3**	**≤5.0**	**35.5**	**6.6**	**7.6**	**≤5.0**	**46.2**	**≤5.0**	Grade 9	579	26.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	550	24.9
FARMS	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	518	23.5
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	559	25.3
											Total	2,206	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.9	6.5	13.7

Other Participation

Students now or have in the past received FARMS[2] = 11.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Graduation Rate[2] [3] = ≥95.0%
Attendance Rate[2] [3] = ≥95.0%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 91.9%

School Programs

Academy of Education
Academy of Information Technology (AOIT)
Autism
College Institute
DNA Academy
Humanities and Arts Signature Program
Learning and Academic Disabilities
School/Community-Based
Science, Technology and Research Scholars (STARS) Signature Program

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.5	92.0	91.7	--	89.7	93.1	90.0	88.5
HI	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	84.4	88.9
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	86.7
ESOL	--	--	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	84.2	--	90.5	≥95.0	85.7	81.3
SPED	90.9	86.4	77.3	--	89.7	≥95.0	73.3	84.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas S. Wootton High School - #234

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	80.4	87.4	≥95.0
Asian	85.1	92.6	≥95.0
Black or African American	42.6	48.5	84.8
Hispanic/Latino	52.3	77.1	87.2
White	88.2	90.7	≥95.0
Two or More Races	87.0	88.2	≥95.0
ESOL	48.1	56.5	85.5
FARMS	32.6	48.4	78.9
SPED	35.7	53.3	66.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.4	4.3	2.9	82.0	0.0	64.7	35.3			
Supporting Services	19.0	17.5	15.9	46.0	0.0	69.8	30.2	414	97.8	2.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.9	38.8	53.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size: English = 27.4 Other = 27.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.500
Asst School Administrator	1.000	Special Education	11.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	1.750
		Hearing Interpreter	
Teachers		College/Career Information Coord	1.000
Classroom	94.800	Media Assistant	1.500
Resource/Team Leader/ Content Specialist	8.000	Teacher Assistant	
Staff Development	0.600	**Instructional Support Total**	18.875
Athletic Director	1.000	Other Support	
ESOL	0.800	Business Manager	1.000
Alternative	0.400	Administrative Secretary	1.000
Career/Technical Ed	1.200	Registrar	1.000
Reading/Literacy		School Financial Assistant	1.000
Special Education:		Secretary	7.000
Classroom	10.200	Parent/Community Coord	
Resource Program	1.000	Media Services Technician	1.000
Teachers Total	118.000	Security Team Leader	1.000
		Security Assistant	4.000
Other Professional		Student Monitor	
Counselor	8.500	**Other Support Total**	17.000
Media Specialist	1.000	Building Services	
Spec Ed Related Services	1.000	Manager	1.000
Other Professional Total	10.500	Leader	
		Worker	12.500
Total Professional	133.500	Plant Equipment Operator	1.000
		Building Services Total	14.500
		Food Services	3.312
		Total Supporting Services	53.687

Average SAT Scores[3 5] (75.3% Tested)

	School	County	National
Critical Reading	601	542	495
Math	632	554	511
Writing	598	533	484
Total	1830	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
551	430	78.0

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	38.3%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	27.4	0	6

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
99	95	0	1	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
2,167	2,420	2,248	2,243	2,255	2,232	2,209	2,237

School Personnel Costs

Professional Salaries	$11,415,658
Supporting Services Salaries	$2,427,073
Employee Benefits	$3,720,256
Total Allocated Cost	**$17,562,987**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION V

SPECIAL SCHOOL PROFILES

Special School Listing

Alternative Programs 410
Stephen Knolls School 412
Longview School 414
Regional Institute for Children and Adolescents (RICA) 416
Rock Terrace School 418
Carl Sandburg Learning Center 420

Alternative Programs - #239

Principal: Dr. Ira K. Thomas
Director: Mr. Kevin E. Lowndes
School Hours: 7:45 - 2:30

14501 Avery Road Rockville, MD 20853

Office Phone: (301) 279-4920
Fax Number: (301) 279-4962
Cluster Name: Office of School Support and Improvement

2015–2016 Enrollment = 110

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**32.7**	**67.3**	**≤5.0**	**≤5.0**	**47.3**	**37.3**	**≤5.0**	**10.9**	**≤5.0**
ESOL	**9.1**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0
FARMS	**76.4**	20.9	55.5	≤5.0	≤5.0	40.9	29.1	≤5.0	≤5.0	≤5.0
SPED	**17.3**	6.4	10.9	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Grade 6	0	0.0
Grade 7	5	4.5
Grade 8	11	10.0
Grade 9	39	35.5
Grade 10	28	25.5
Grade 11	20	18.2
Grade 12	7	6.4
Total	110	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	5.6	11.1

Other Participation

Students now or have in the past received FARMS[2] = 92.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≥95.0%

Graduation Rate[2] [3] = 30.0%

Attendance Rate[2] [3] = 69.5%

Dropout Rate[2] [3] = 56.0%

Suspension Rate[2] [3] = 40.7%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 15.4%

School Programs

The Alternative Education Program (AEP) was redesigned in 2013. The focus of the redesign has been to provide academic and social emotional supports and interventions to meet the individual needs of students. The redesign is intended to ensure that academic performance is not predicted by race, ethnicity, or socioeconomic status. An AEP redesign committee comprised of central services and alternative education staff work collaboratively to implement a three-year phase plan. In February 2014, the Board of Education approved the redesign plan for the AEP.

The three major components of the redesign plan focus on:
- Pathways for Learning with a focus on Universal Design for Learning (UDL)
- Personalized Learning Plans
- Social Emotional Learning

As we enter into the second year of the redesign we continue to expand upon the three major components of the redesign. During the 2015-2016 school year the Alternative Education staff is providing students flexible scheduling that allows students to extend their academic day. We continue to use personalized learning plans to help teachers individualize the learning for students. We have entered into an agreement with APEX Learning to expand our online opportunities for credit recovery, and blended learning. In order to support our students and their families, we have increased our partnerships within the community, as well as creating a parent engagement laboratory at the Blair G. Ewing Center. Finally, this year our students will have an opportunity to engage in extra-curricular activities during the school day.

Montgomery County Public Schools operates a program that supports students in grades 6-12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. These reasons include behavior and/or attendance problems, as well as students who have been involved in a serious disciplinary action that warrants a recommendation for expulsion and placement by the Office of the Chief Operating Officer in lieu of expulsion. AEP strives to provide positive and effective educational supports and services that address the academic, social, emotional and physical health of adolescents.

In addition, the AEP provides a 45-day Interim Placement Program that serves students in grades 6-12 receiving special education services. Students are placed in the program after a central office review and as a result of their involvement with controlled substances, serious bodily injury, and/or weapons. Students remain enrolled in their home school, and the home school provides daily assignments and assessments.

Maryland High School Assessment Performance Status

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
Individual student scores are reported back to the student's home school.								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

Alternative Programs - #239

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	≤5.0	≤5.0	25.0	21.2
Asian	--	--	--	--
Black or African American	≤5.0	≤5.0	23.5	28.6
Hispanic/Latino	≤5.0	≤5.0	--	12.8
White	≤5.0	--	--	--
Two or More Races	≤5.0	--	--	--
LEP	≤5.0	--	--	10.0
FARMS	≤5.0	≤5.0	20.8	21.8
SPED	≤5.0	≤5.0	--	16.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	40.9	4.5	47.7	2.3	59.1	40.9			
Supporting Services	4.0	60.0	0.0	36.0	0.0	60.0	40.0	104	95.2	4.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	38.6	45.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 2.6		
Average Class Size:	English = N/A	Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	13.724
Asst School Administrator		Special Education	
Magnet/Special Program Coordinator		IT Systems Specialist	0.500
		English Composition Assistant	
Administrative Total		College/Career Information Coord	
		Media Assistant	
		Teacher Assistant	
Teachers		**Instructional Support Total**	14.224
Classroom	0.500		
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development	1.000	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL	0.200	Registrar	1.000
Alternative	26.200	School Financial Assistant	
Career/Technical Ed		Secretary	
Special Education:		Media Services Technician	
Classroom	1.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	29.900	**Other Support Total**	6.000
		Building Services	
Other Professional		Manager	
Counselor	2.000	Leader	
Media Specialist	1.000	Worker	
Spec Ed Related Services	2.000	Plant Equipment Operator	
Other Professional Total	5.000	**Building Services Total**	
		Food Services	
Total Professional	34.900	**Total Supporting Services**	20.224

Average SAT Scores[3] [5]			
	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
92.3%	7.7%	≤5.0%	92.3%

Facilities Data and Core Facility Teaching Stations

Alternative Programs operate out of a combination of MCPS and non-school facilities located throughout the county.

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
300	300	300	300	300	300	300	300

School Personnel Costs	
Professional Salaries	$3,694,577
Supporting Services Salaries	$872,243
Employee Benefits	$1,239,457
Total Allocated Cost	**$5,806,277**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Stephen Knolls School - #799

Coordinator: Ms. Kim M. Redgrave | 10731 St. Margaret's Way Kensington, MD 20895 | Office Phone: (301) 929-2151
Director: Mr. Michael D. Bayewitz | Fax Number: (301) 929-2245
School Hours: 9:00 - 3:25 | www.montgomeryschoolsmd.org/schools/knolls/ | Cluster Name: Downcounty Consortium

2015–2016 Enrollment = 85

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**36.5**	**63.5**	**≤5.0**	**7.1**	**29.4**	**36.5**	**≤5.0**	**24.7**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**35.3**	14.1	21.2	≤5.0	≤5.0	15.3	15.3	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	35.3	62.4	≤5.0	7.1	29.4	36.5	≤5.0	23.5	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	35	41.2	Grade 6	2	2.4
Full K	6	7.1	Grade 7	5	5.9
Grade 1	3	1.2	Grade 8	2	2.4
Grade 2	3	3.5	Grade 9	1	1.2
Grade 3	6	7.1	Grade 10	1	1.2
Grade 4	3	3.5	Grade 11	5	5.9
Grade 5	1	1.2	Grade 12	12	14.1
			Total	85	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 54.1%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 21.6%

Attendance Rate[2] [3] = 81.6%

Dropout Rate[2] [3] [4] = --

Suspension Rate[2] [3] [4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = N/A

School Programs

Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach within a center-based school. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of pre-school students in the Preschool Educational Programs (PEP-Intensive Needs Class, Beginnings, Classic, and Comprehensive), as well as, school-aged students 5 to 21 years old with severe to profound/multiple disabilities. Instruction is based on the Common Core State Standards and MCPS General Education Curriculum. Stephen Knolls School adheres to the Success for Every Student philosophy to assure that each student maximizes his or her potential.

Maryland School Assessment Proficiency Rate

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Stephen Knolls students do not take the Maryland School Assessment. Stephen Knolls students take the Alternate Maryland School Assessment (ALT-MSA).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stephen Knolls School - #799

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Stephen Knolls School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
LEP				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	13.5	2.7	81.1	2.7	81.1	18.9	53	79.2	20.8
Supporting Services	2.6	34.2	26.3	31.6	5.3	94.7	5.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	35.1	48.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.6		
Average Class Size:	English = N/A	Other = N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	24.744
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
Administrative Total	1.000	English Composition Assistant	
		Instructional Data Assistant	0.250
Teachers		Media Assistant	0.500
Classroom	0.900	Teacher Assistant	
Resource/Team Leader/ Content Specialist		**Instructional Support Total**	25.494
Staff Development	0.300		
Athletic Director		Other Support	
ESOL	0.200	Business Manager	
Art	0.700	Administrative Secretary	1.000
Music	0.600	Registrar	
Preschool		School Financial Assistant	
Special Education:		Secretary	0.500
Classroom	16.300	Lunch Hour Aide	0.871
Resource Program		Security Team Leader	
Teachers Total	19.000	Security Assistant	
		Student Monitor	
Other Professional		**Other Support Total**	2.371
Counselor			
Media Specialist	0.100	Building Services	
Spec Ed Related Services	9.000	Manager	1.000
Other Professional Total	9.100	Leader	1.000
		Worker	0.500
		Plant Equipment Operator	
		Building Services Total	2.500
		Food Services	0.750
Total Professional	29.100	**Total Supporting Services**	31.115

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	1979	6.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	Head Start	Special/Alt Education
19	0	4	1	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
190	190	190	190	190	190	190	190

School Personnel Costs	
Professional Salaries	$2,407,486
Supporting Services Salaries	$1,266,312
Employee Benefits	$1,031,802
Total Allocated Cost	**$4,705,600**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Longview School - #951

Coordinator: Ms. Michelle M. Mach
Director: Mr. Gregory S. Edmundson
School Hours: 9:25 - 3:50
13900 Bromfield Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/longview/
Office Phone: (301) 601-4830
Fax Number: (301) 601-4828
Cluster Name: Northwest

2015–2016 Enrollment = 52

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**53.8**	**46.2**	**≤5.0**	**13.5**	**25.0**	**25.0**	**≤5.0**	**34.6**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**25.0**	15.4	9.6	≤5.0	≤5.0	7.7	13.5	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	53.8	46.2	≤5.0	13.5	23.1	25.0	≤5.0	34.6	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	0	0.0	Grade 6	3	5.8
Full K	2	3.8	Grade 7	7	13.5
Grade 1	5	7.7	Grade 8	4	7.7
Grade 2	3	5.8	Grade 9	1	1.9
Grade 3	3	5.8	Grade 10	4	7.7
Grade 4	2	3.8	Grade 11	4	7.7
Grade 5	2	3.8	Grade 12	12	23.1
			Total	52	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 46.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.8%

Attendance Rate[2] [3] = 84.3%

Dropout Rate[2] [3] [4] = --

Suspension Rate[2] [3] [4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = N/A

School Programs

The Longview School provides comprehensive educational services in a center-based program to medically fragile students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the Common Core State Standards as modified by the student's IEP for alternate achievement outcomes. Emphasis is placed on the use of functional adaptive skills, assistive technology, augmentative communication, self-help skills, mobility, and job-related skills. Longview staff, using a transdisciplinary model, helps each student maximize his or her potential.

Maryland School Assessment Proficiency Rate

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Longview students do not take the Maryland School Assessment. Longview students take the Alternate Maryland School Assessment (ALT-MSA).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Longview School - #951

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Longview School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
LEP				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.7	0.0	0.0	91.3	0.0	65.2	34.8			
Supporting Services	11.1	29.6	7.4	51.9	0.0	92.6	7.4	45	60.0	40.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	39.1	39.1

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.5		
Average Class Size:	English = N/A	Other = N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	18.992
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
Administrative Total	1.000	College/Career Information Coord	
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	0.500	**Instructional Support Total**	19.492
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development	0.300	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL		Registrar	
Art	0.500	School Financial Assistant	
Music	0.400	Secretary	0.500
Special Education:		Lunch Hour Aide	0.870
Classroom	10.200	Security Team Leader	
Resource Program		Security Assistant	
		Student Monitor	
Teachers Total	11.900	**Other Support Total**	2.370
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist		Worker	
Spec Ed Related Services	3.900	Plant Equipment Operator	
Other Professional Total	3.900	**Building Services Total**	
		Food Services	
Total Professional	16.800	**Total Supporting Services**	21.862

Average SAT Scores[3] [5]			
	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2001	--	10.0	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
10	0	2	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
48	48	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	$1,290,818
Supporting Services Salaries	$942,354
Employee Benefits	$670,860
Total Allocated Cost	**$2,904,032**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Regional Institute For Children And Adolescents - #965

Principal: Mrs. Michelle E. Schultze | 15000 Broschart Road Rockville, MD 20850 | Office Phone: (301) 251-6900
Director: Mr. Brian W. Scriven | Fax Number: (301) 251-6906
School Hours: 9:30 - 3:50 | www.montgomeryschoolsmd.org/schools/rica/ | Cluster Name: Thomas S. Wootton

2015–2016 Enrollment = 107

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**29.0**	**71.0**	**≤5.0**	**5.6**	**25.2**	**19.6**	**≤5.0**	**45.8**	**≤5.0**	Grade 4	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 5	2	1.9
FARMS	**42.1**	14.0	28.0	≤5.0	≤5.0	20.6	12.1	≤5.0	7.5	≤5.0	Grade 6	5	4.7
SPED	**94.4**	26.2	68.2	≤5.0	5.6	23.4	19.6	≤5.0	41.1	≤5.0	Grade 7	6	5.6
											Grade 8	13	12.1
											Grade 9	26	24.3
											Grade 10	28	26.2
											Grade 11	18	16.8
											Grade 12	9	8.4
											Total	107	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]
Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 55.1%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 69.5%

Graduation Rate[2] [3] = 50.0%

Attendance Rate[2] [3] = 87.2%

Dropout Rate[2] [3] = 16.7%

Suspension Rate[2] [3] = 23.5%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 42.9%

School Programs

The John L. Gildner Regional Institute for Children and Adolescents (RICA) — Rockville is an MCPS special education school for students with emotional disabilities, autism, specific learning disabilities, and other health impairments, serving Montgomery County and several counties in the state of Maryland. Clinical treatment services are provided by the Maryland Department of Health and Mental Hygiene.

RICA provides an academic, behavioral, day and residential treatment program in a highly structured, therapeutically integrated milieu. The program of studies used is the MCPS general education curriculum. Students are expected to meet the graduation requirements for a Maryland high school diploma or Maryland Certificate.

Maryland School Assessment Proficiency Rate[1] [2] [3] [4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	70.0	--	70.0	--	76.9	92.3	75.0	--
AS	--	--	--	--	--	--	--	--
BL	--	--	--	--	--	--	--	--
HI	--	--	--	--	--	--	--	--
WH	--	--	--	--	--	--	--	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	72.7	90.9	72.7	--
SPED	70.0	--	70.0	--	75.0	91.7	81.8	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Regional Institute For Children And Adolescents - #965

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]

	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	≤5.0	40.6	42.9	11.0
Asian	≤5.0	--	--	--
Black or African American	≤5.0	30.0	--	≤5.0
Hispanic/Latino	≤5.0	--	--	7.7
White	≤5.0	58.3	--	20.6
Two or More Races	≤5.0	--	--	--
LEP	≤5.0	--	--	--
FARMS	≤5.0	18.8	--	≤5.0
SPED	≤5.0	40.6	38.5	9.9

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender		Classes Taught by Highly Qualified (HQ) Teachers[3]		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	10.0	3.3	86.7	0.0	83.3	16.7			
Supporting Services	7.7	23.1	0.0	69.2	0.0	69.2	30.8	72	80.6	19.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	36.7	56.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.2

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	20.625
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total	2.000	College/Career Information Coord	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.250
Classroom	1.500	**Instructional Support Total**	21.375
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development		Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL	0.200	Registrar	
Art	1.000	School Financial Assistant	
Career/Technical Ed		Secretary	1.000
Special Education:		Media Services Technician	
Classroom	20.000	Security Team Leader	
Resource Program	2.000	Security Assistant	1.000
		Student Monitor	
Teachers Total	25.300	**Other Support Total**	3.000
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist	1.000	Worker	
Spec Ed Related Services	0.200	Plant Equipment Operator	
Other Professional Total	1.200	**Building Services Total**	
		Food Services	
Total Professional	28.500	**Total Supporting Services**	24.375

Average SAT Scores[3 5]

	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3 4]

College/Training	Employment	Military	College/Employment
--	--	--	--

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1977	--	14.3	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	Special/Alt Education
18	0	0	18

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
180	180	180	180	180	180	180	180

School Personnel Costs

Professional Salaries	$2,507,983
Supporting Services Salaries	$1,005,542
Employee Benefits	$976,773
Total Allocated Cost	**$4,490,298**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Rock Terrace School - #916

Principal: Mrs. Katherine W. Lertora
Director: Mr. Brian W. Scriven
School Hours: 7:45 - 2:30

390 Martins Lane Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/rockterrace/

Office Phone: (301) 279-4940
Fax Number: (301) 279-4943
Cluster Name: Walter Johnson

2015–2016 Enrollment = 87

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**16.1**	**83.9**	**≤5.0**	**6.9**	**33.3**	**17.2**	**≤5.0**	**35.6**	**6.9**
ESOL	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**35.6**	9.2	26.4	≤5.0	≤5.0	17.2	12.6	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	14.9	83.9	≤5.0	6.9	32.2	17.2	≤5.0	33.3	6.9

Enrollment by Grade

	Number	Percent
Grade 6	5	5.7
Grade 7	8	9.2
Grade 8	6	6.9
Grade 9	9	10.3
Grade 10	5	5.7
Grade 11	11	12.6
Grade 12	43	49.4
Total	87	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 48.3%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.7%

Graduation Rate[2] [3] = N/A

Attendance Rate[2] [3] = 92.7%

Dropout Rate[2] [3] = 6.3%

Suspension Rate[2] [3] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = --

School Programs

Rock Terrace is a separate public day special education school serving students from middle school through age 21 who, because of the needs arising from their multiple disabilities, require a separate facility.
The students work towards achieving alternative academic learning outcomes using the Common Core Standards. They earn a certificate of attendance upon graduation.

Positive Behavioral Interventions and Supports (PBIS)

Pre-Vocational Classes, Media/TV Production, Horticulture, Culinary Arts, Home Survival Skills, Social Skills, Sports Clubs (Soccer,Volleyball and Basketball), Office Skills

Maryland School Assessment Proficiency Rate

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
	Rock Terrace students do not take the Maryland School Assessment. Rock Terrace students take the Alternate Maryland School Assessment (ALT-MSA).					

Maryland High School Assessment Performance Status

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
	Rock Terrace students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.							

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Terrace School - #916

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Rock Terrace School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
LEP				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	20.7	3.4	69.0	3.4	75.9	24.1	44	72.7	27.3
Supporting Services	16.1	41.9	9.7	32.3	0.0	71.0	29.0			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.6	34.5	37.9

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.9		
Average Class Size:	English = N/A	Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	20.100
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total	2.000	College/Career Information Coord	
		Media Assistant	1.000
Teachers		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	21.350
Resource/Team Leader/ Content Specialist			
Staff Development	0.400	Other Support	
Athletic Director		Business Manager	
ESOL	0.200	Administrative Secretary	1.000
Art	0.600	Registrar	
Music	0.600	School Financial Assistant	
Special Education:		Secretary	1.000
Classroom	17.600	Media Services Technician	
Resource Program		Security Team Leader	
		Security Assistant	1.000
Teachers Total	20.400	Student Monitor	
		Other Support Total	3.000
Other Professional		Building Services	
Counselor	1.000	Manager	1.000
Media Specialist	0.500	Leader	
Spec Ed Related Services	1.200	Worker	1.000
		Plant Equipment Operator	
Other Professional Total	2.700	**Building Services Total**	2.000
		Food Services	0.875
Total Professional	25.100	**Total Supporting Services**	27.225

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	495
Math	N/A	554	511
Writing	N/A	533	484
Total	N/A	1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3 4]			
College/Training	Employment	Military	College/Employment
≤5.0%	≤5.0%	≤5.0%	≤5.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1974	10.3	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
16	0	2	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
100	230	100	100	100	100	120	120

School Personnel Costs	
Professional Salaries	$1,952,891
Supporting Services Salaries	$1,134,491
Employee Benefits	$901,248
Total Allocated Cost	**$3,988,630**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Carl Sandburg Learning Center - #215

Principal: Ms. Marlene R. Kenny
Director:Mr. Pat D. Abrunzo
School Hours: 9:40 - 4:05

451 Meadow Hall Drive Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/sandburg/

Office Phone: (301) 279-8490
Fax Number: (301) 517-5984
Cluster Name: Sherwood

2015–2016 Enrollment = 89

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**7.9**	**92.1**	**≤5.0**	**7.9**	**29.2**	**34.8**	**≤5.0**	**25.8**	**≤5.0**
ESOL	**34.8**	≤5.0	33.7	≤5.0	≤5.0	6.7	22.5	≤5.0	≤5.0	≤5.0
FARMS	**38.2**	≤5.0	36.0	≤5.0	≤5.0	16.9	19.1	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	7.9	92.1	≤5.0	7.9	29.2	34.8	≤5.0	25.8	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	7	7.9
Grade 1	14	15.7
Grade 2	21	23.6
Grade 3	17	19.1
Grade 4	16	18.0
Grade 5	14	15.7
Grade 6	0	0.0
Total	89	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 50.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.2%
Attendance Rate[2] [3] = 93.8%
Suspension Rate[2] [3] [4] = --

School Programs

Carl Sandburg Learning Center (CSLC) is a separate, public, special education day school serving students in kindergarten through Grade 5. This countywide program serves students with autism, language impairments, multiple disabilities, intellectual disabilities, specific learning disabilities and emotional disabilities. The school follows Curriculum 2.0 and teaches children working toward to a high school diploma as well as a certificate of completion. CSLC follows the Positive Behavioral Interventions and Supports (PBIS) model.

Maryland School Assessment Proficiency Rate

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students at Carl Sandburg take the Alternate Maryland School Assessment (ALT-MSA).							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Carl Sandburg Learning Center - #215

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.8	8.8	2.9	73.5	5.9	91.2	8.8			
Supporting Services	4.9	17.1	17.1	58.5	2.4	82.9	17.1	78	82.1	17.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.5

Average Class Size Kindergarten = N/A

Grades 1 to 3 = N/A Grades 4 to 5 = N/A

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	58.8	23.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	
Principal Trainee		Special Education	28.375
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	29.125
Staff Development	0.500		
ESOL	0.700	Other Support	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	1.400	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.875
Instrumental Music		**Other Support Total**	2.375
Preschool			
Special Education:		Building Services	
Classroom	16.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	20.100	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor		**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	7.500	Food Services	0.625
Other Professional Total	8.000		
Total Professional	29.100	**Total Supporting Services**	34.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	--	7.6	N	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	Kindergarten	Special Education
16	0	3	0	0	13

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
79	135	79	79	79	79	135	135

School Personnel Costs

Professional Salaries	$2,072,377
Supporting Services Salaries	$1,380,684
Employee Benefits	$992,207
Total Allocated Cost	**$4,445,268**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

SECTION VI

COUNTY SUMMARY PROFILES

Summary Listing

Elementary School Summary 426
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County Summary 435

Summary: County Elementary Schools

Total Number of Elementary Schools = 133

2015–2016 Enrollment = 75,688													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**13.8**	**21.3**	**31.2**	**≤5.0**	**28.3**	**5.1**	Pre-K	4,091	5.4
ESOL	**24.0**	10.9	13.0	≤5.0	≤5.0	≤5.0	15.6	≤5.0	≤5.0	≤5.0	Full-Day K	11,417	15.1
FARMS	**40.2**	19.4	20.8	≤5.0	≤5.0	12.7	22.4	≤5.0	≤5.0	≤5.0	Grade 1	11,829	15.6
SPED	**10.9**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	12,326	16.3
											Grade 3	12,090	16.0
											Grade 4	12,002	15.9
											Grade 5	11,711	15.5
											Grade 6	222	0.3
											Total	75,688	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.3	7.5	23.2

Other Participation	
Students now or have in the past received FARMS[2] = 45.1%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.6%	Suspension Rate[2] [3] = ≤3.0%

School Programs

School Programs are listed separately for each elementary school.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Elementary Schools

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	9.9	5.6	77.4	1.4	89.5	10.5			
Supporting Services	12.0	20.7	19.8	46.3	0.9	81.2	18.8	18,579	98.6	1.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 15.0

Grades 1 to 3 = 29.8 Grades 4 to 5 = 32.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	38.1	43.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	135.000	Paraeducators	
Assistant Principal	114.000	Regular	346.842
Principal Intern		Special Education	781.711
Asst School Administrator	2.000	IT Systems Specialist	
Administrative Total	251.000	Teacher Assistant	
Teachers		Media Assistant	76.000
Kindergarten	582.000	Instructional Data Assistant	71.250
Classroom	2,981.950	**Instructional Support Total**	1,275.803
Staff Development	129.500		
ESOL	350.200	**Other Support**	
Reading/Literacy	179.600	Administrative Secretary	132.000
Physical Education		Secretary	142.999
Art	145.700	Parent/Community Coord	8.062
Music	147.000	Lunch Hour Aide	221.418
Instrumental Music	40.000	**Other Support Total**	504.479
Preschool	86.900		
Special Education:		**Building Services**	
Classroom	885.900	Manager	133.000
Resource Program		Leader	138.000
Teachers Total	5,528.750	Worker	353.500
Other Professional		Plant Equipment Operator	1.000
Counselor	140.300	**Building Services Total**	625.500
Media Specialist	131.200		
Spec Ed Related Services	193.100	**Food Services**	168.790
Other Professional Total	464.600		
Total Professional	6,244.350	**Total Supporting Services**	2,574.572

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1281.9	133	40	345

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	ESOL	Kindergarten	Special Education
4121	2488	557	102	2	571	401

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
72,176	76,667	76,560	76,398	76,200	75,623	75,601	75,697

School Personnel Costs

Professional Salaries	$490,529,093
Supporting Services Salaries	$103,520,655
Employee Benefits	$150,802,785
Total Allocated Cost	**$744,852,533**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] Outcome data reflect 2014–2015 school year.

Summary: County Middle Schools

Total Number of Middle Schools = 38

2015–2016 Enrollment = 34,107													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**15.0**	**20.7**	**27.2**	**≤5.0**	**32.2**	**≤5.0**	Grade 6	11,411	33.5
ESOL	**9.2**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 7	11,450	33.6
FARMS	**33.0**	16.1	16.9	≤5.0	≤5.0	10.9	17.2	≤5.0	≤5.0	≤5.0	Grade 8	11,246	33.0
SPED	**10.5**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	34,107	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.6	22.7	10.7

Other Participation	
Students now or have in the past received FARMS[2] = 44.0%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%	Suspension Rate[2] [3] = ≤3.0%

School Programs

School Programs are listed separately for each middle school.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Middle Schools

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2015
All Students	51.7	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.
Asian	76.0	
Black or African American	32.6	
Hispanic/Latino	28.5	
White	69.8	
Two or More Races	64.2	
ESOL	14.0	
FARMS	24.7	
SPED	11.5	

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	16.7	5.8	70.5	1.7	72.9	27.1			
Supporting Services	14.0	23.1	19.7	41.8	1.3	72.4	27.6	7,535	94.8	5.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.4
Average Class Size (English) = 25.1
Average Class Size (Other) = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.6	37.8	45.6

Staff Positions

Professional	
Administrative	
Principal	38.000
Assistant Principal	65.000
Asst School Administrator	16.000
Magnet/Special Program Coordinator	6.000
Administrative Total	125.000
Teachers	
Classroom	1,443.825
Resource/Team Leader/ Content Specialist	388.000
Staff Development	30.400
ESOL	67.000
Alternative	28.200
Reading/Literacy	5.400
Special Education:	
Classroom	503.600
Resource Program	82.000
Teachers Total	2,548.425
Other Professional	
Counselor	134.500
Media Specialist	38.000
Spec Ed Related Services	30.500
Other Professional Total	203.000
Total Professional	2,876.425

Supporting Services	
Instructional Support	
Paraeducators	
Regular	32.329
Special Education	472.782
IT Systems Specialist	
Teacher Assistant	
Media Assistant	23.750
Instructional Data Assistant	20.250
Instructional Support Total	549.111
Other Support	
Administrative Secretary	38.000
School Financial Assistant	38.000
Secretary	107.999
Media Services Technician	
Parent/Community Coord	0.562
Security Assistant	69.000
Lunch Hour Aide	15.498
Other Support Total	269.059
Building Services	
Manager	38.000
Leader	39.000
Worker	169.000
Plant Equipment Operator	39.000
Building Services Total	285.000
Food Services	126.181
Total Supporting Services	1,229.351

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
749.5	2	31

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
1,785	1,649	0	51	85

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
36,219	38,315	35,024	36,117	36,916	37,933	38,107	37,939

School Personnel Costs	
Professional Salaries	$237,106,650
Supporting Services Salaries	$51,393,575
Employee Benefits	$69,349,779
Total Allocated Cost	**$357,850,004**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County High Schools

Total Number of High Schools = 25

Plus 1 High School of Technology Education

2015–2016 Enrollment = 45,791													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.8**	**51.2**	**≤5.0**	**14.4**	**22.0**	**27.2**	**≤5.0**	**32.0**	**≤5.0**	Grade 9	13,031	28.5
ESOL	**10.4**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	Grade 10	12,078	26.4
FARMS	**27.5**	13.1	14.3	≤5.0	≤5.0	9.5	13.7	≤5.0	≤5.0	≤5.0	Grade 11	10,539	23.0
SPED	**10.4**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	10,143	22.2
											Total*	45,791	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.4	16.1	15.5

Other Participation

Students now or have in the past received FARMS[2] = 44.5%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%

Graduation Rate[2] [3] = 89.9%

Attendance Rate[2] [3] = 93.6%

Dropout Rate[2] [3] = 5.5%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 80.4%

School Programs

School Programs are listed separately for each high school.

Maryland High School Assessment Performance Status[1] [2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Maryland High School Assessment performance status is reflected in the Summary of County Schools which includes Alternative Programs and one special school (see page 436).							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 3 students enrolled in the Gateway to College program.

Summary: County High Schools

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	63.2	66.9	83.9
Asian	83.0	85.3	93.6
Black or African American	55.6	53.5	77.7
Hispanic/Latino	40.7	46.7	70.0
White	83.4	84.4	94.2
Two or More Races	73.2	73.7	90.7
ESOL	27.4	36.9	51.8
FARMS	41.4	44.5	68.6
SPED	32.9	36.7	48.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	13.8	6.7	72.6	1.2	63.0	37.0			
Supporting Services	11.1	26.6	17.7	43.3	0.9	63.8	36.2	9,619	95.7	4.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	38.3	49.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.5		
Average Class Size:	English = 25.7	Other = 26.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	26.000	Paraeducators	
Assistant Principal	68.000	Regular	80.991
Asst School Administrator	19.000	Special Education	395.849
Magnet/Special Program Coordinator	3.000	IT Systems Specialist	26.000
		English Composition Assistant	37.683
Administrative Total	116.000	Hearing Interpreter	13.006
		College/Career Information Coord	26.000
		Media Assistant	27.250
Teachers		Teacher Assistant	
Classroom	2,038.600	**Instructional Support Total**	606.779
Resource/Team Leader/ Content Specialist	207.000	Other Support	
Staff Development	13.700	Business Manager	25.000
Athletic Director	25.000	Administrative Secretary	26.000
ESOL	109.000	Registrar	26.000
Alternative	19.200	School Financial Assistant	24.000
Career/Technical Ed	29.700	Secretary	135.362
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	25.000
Classroom	381.500	Security Team Leader	25.000
Resource Program	36.000	Security Assistant	113.750
		Student Monitor	
Teachers Total	2,859.700	**Other Support Total**	400.112
		Building Services	
		Manager	23.000
Other Professional		Leader	7.000
Counselor	186.600	Worker	317.000
Media Specialist	25.000	Plant Equipment Operator	26.000
Spec Ed Related Services	26.100	**Building Services Total**	373.000
Other Professional Total	237.700	Food Services	77.809
Total Professional	3,213.400	**Total Supporting Services**	1,457.700

Average SAT Scores[3] [5]		
	School	County	National
Critical Reading		542	495
Math		554	511
Writing		533	484
Total		1629	1490

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
93.0%	≤5.0%	≤5.0%	58.2%

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
898.4	1	28

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
2,247	2,045	0	77	125

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
48,017	50,526	46,834	48,037	49,116	50,266	51,572	52,680

School Personnel Costs	
Professional Salaries	$272,282,779
Supporting Services Salaries	$62,840,073
Employee Benefits	$89,336,262
Total Allocated Cost	**$424,459,114**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Special Schools

Total Number of Special Schools = 5

Plus Alternative Programs

2015–2016 Enrollment = 578																
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		**28.9**	**71.1**	**≤5.0**	**7.4**	**31.7**	**28.5**	**≤5.0**	**28.7**	**≤5.0**	Pre-K	35	6.1	Grade 6	15	2.6
ESOL	**8.8**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Full K	15	2.6	Grade 7	31	5.4
FARMS	**43.1**	13.1	29.9	≤5.0	≤5.0	20.6	16.8	≤5.0	≤5.0	≤5.0	Grade 1	22	11.6	Grade 8	36	6.2
SPED	**82.5**	23.0	59.5	≤5.0	7.3	23.9	22.1	≤5.0	26.0	≤5.0	Grade 2	27	4.7	Grade 9	76	13.1
											Grade 3	26	4.5	Grade 10	67	11.6
											Grade 4	21	3.6	Grade 11	58	10.0
											Grade 5	19	3.3	Grade 12	130	22.5
														Total*	578	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	8.6	87.2

Other Participation

Students now or have in the past received FARMS[2] = 60.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 67.3%

Attendance Rate[2] [3] = 84.5%

Graduation Rate[2] [3] = 23.9%

Dropout Rate[2] [3] = 35.2%

Suspension Rate[2] [3] = 11.9%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 25.0%

School Programs

School Programs are listed separately for each school.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students in MCPS special schools do not take the Maryland School Assessment (MSA). These schools administer the Alternate Maryland School Assessment (ALT-MSA).					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 48 students enrolled in the Transitions School program.

Summary: County Special Schools

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

Maryland High School Assessment Performance Status[2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 436.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

Algebra Completion with a "C" or Higher[2] [3] [4]		
	Grade 8	Grade 9
All Students	≤5.0	14.1
Asian	≤5.0	7.9
Black or African American	≤5.0	--
Hispanic/Latino	≤5.0	6.1
White	≤5.0	43.8
Two or More Races	≤5.0	--
FARMS	≤5.0	≤5.0
LEP	≤5.0	≤5.0
SPED	≤5.0	24.5

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	21.5	13.0
Asian	--	--
Black or African American	17.9	17.8
Hispanic/Latino	16.7	9.2
White	26.3	11.9
Two or More Races	--	7.7
LEP	--	6.3
FARMS	20.0	13.4
SPED	16.2	7.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Special Schools

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	17.8	3.0	72.6	2.5	75.6	24.4			
Supporting Services	7.4	33.0	11.7	46.3	1.6	79.8	20.2	588	87.4	12.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.3	40.6	42.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.1

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	3.000	Paraeducators	
Assistant Principal	2.000	Regular	13.724
Asst School Administrator		Special Education	112.836
Magnet Coordinator	2.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	7.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten		Instructional Data Assistant	1.000
Classroom	5.400	**Instructional Support Total**	131.060
Athletic Director			
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development	2.500	Administrative Secretary	6.000
ESOL	1.500	Business Manager	
Alternative	26.200	Registrar	1.000
Career/Technical Ed		School Financial Assistant	
Reading/Literacy		Secretary	3.500
Physical Education		Parent/Community Coord	
Art	4.200	Media Services Technician	
Music	2.700	Security Team Leader	1.000
Instrumental Music		Security Assistant	5.000
Preschool		Student Monitor	
Special Education:		Lunch Hour Aide	2.616
Classroom	81.100	**Other Support Total**	19.116
Resource Program	3.000		
Teachers Total	126.600	Building Services	
		Manager	3.000
Other Professional		Leader	2.000
Counselor	3.000	Worker	2.000
Media Specialist	3.100	Plant Equipment Operator	
Spec Ed Related Services	23.800	**Building Services Total**	7.000
Other Professional Total	29.900	Food Services	2.250
Total Professional	163.500	**Total Support Services**	159.426

Average SAT Scores[3] [5]

	School	County	National
Critical Reading		542	495
Math		554	511
Writing		533	484
Total		1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2] [3]

College/Training	Employment	Military	College/Employment
44.4%	11.1%	≤5.0%	44.4%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
48.8		0	2

Core Facility Teaching Stations

Total	Support Rooms	Pre-K	Special/Alt Education
79	11	1	67

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
597	783	0	0	0	0	0	0

School Personnel Costs

Professional Salaries	$13,926,132
Supporting Services Salaries	$6,601,626
Employee Benefits	$5,812,346
Total Allocated Cost	**$26,340,104**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Schools

Total Number of Elementary, Middle, High, and Special = 202

Plus 1 High School of Technology

2015–2016 Enrollment = 156,164																
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		**48.5**	**51.5**	**≤5.0**	**14.2**	**21.4**	**29.2**	**≤5.0**	**30.2**	**≤5.0**	Pre-K	4,126	2.6	Grade 6	11,648	7.5
ESOL	**16.7**	7.5	9.3	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0	Full K	11,432	7.3	Grade 7	11,481	7.4
FARMS	**34.9**	16.8	18.1	≤5.0	≤5.0	11.4	18.7	≤5.0	≤5.0	≤5.0	Grade 1	11,851	7.6	Grade 8	11,282	7.2
SPED	**10.9**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	12,353	7.9	Grade 9	13,107	8.4
											Grade 3	12,116	7.8	Grade 10	12,145	7.8
											Grade 4	12,023	7.7	Grade 11	10,597	6.8
											Grade 5	11,730	7.5	Grade 12	10,273	6.6
														Total	156,164	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.6	13.1	20.2

Other Participation	
Students now or have in the past received FARMS[2] = 44.7%	Dropout Rate[2] [3] = 5.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.1%	Suspension Rate[2] [3] = ≤3.0%
Attendance Rate[2] [3] = 94.9%	Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 80.2%
Graduation Rate[2] [3] = 89.4%	

School Programs

School Programs are listed separately for each school.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment (MSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC). School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
SPED						

Maryland High School Assessment Performance Status[2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	93.3	94.8	90.3	92.8	91.7	92.9	87.5	84.8
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.8	90.6
Black or African American	84.4	89.2	81.5	90.4	84.5	87.9	79.5	80.3
Hispanic/Latino	88.4	89.7	82.2	86.8	85.1	86.3	78.3	76.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.2
Two or More Races	≥95.0	≥95.0	93.3	≥95.0	94.4	≥95.0	92.6	86.4
ESOL	46.7	52.1	14.9	55.8	46.5	49.3	23.0	22.6
FARMS	83.8	87.0	77.3	86.7	83.7	85.4	75.4	75.6
SPED	69.3	76.1	59.9	69.1	70.2	73.4	61.5	61.1

Algebra Performance[2] [3] [4]			
	Algebra Completion with a "C" or Higher by the End of Grade 8	Algebra HSA Pass Rates in Middle School for Tests Taken in May 2015	Algebra Completion with a "C" or Higher by the End of Grade 9
All Students	51.6	The Algebra 1 High School Assessment (HSA) has been replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) Algebra 1 assessment. School PARCC results can be found at the 2015 Maryland Report Card website by entering the school's name into the School Finder search box. PARCC Performance Results tables are not able to fit in the current space of this report. For detailed information, please visit http://reportcard.msde.maryland.gov/.	62.8
Asian	76.0		83.0
Black or African American	32.3		55.0
Hispanic/Latino	28.4		40.4
White	69.7		83.2
Two or More Races	63.9		72.8
LEP	14.0		27.3
FARMS	24.5		40.9
SPED	11.3		32.6

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2] [3] [4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	66.6	83.5
Asian	85.2	93.5
Black or African American	53.1	77.1
Hispanic/Latino	46.5	69.7
White	84.1	93.8
Two or More Races	73.3	90.2
LEP	36.8	51.7
FARMS	44.2	68.0
SPED	36.1	46.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2014–2015 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	12.4	5.9	74.6	1.4	78.9	21.1			
Supporting Services	12.0	23.1	19.0	44.6	1.0	74.7	25.3	36,321	96.9	3.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.6	38.1	45.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	202.000	Paraeducators	
Assistant Principal	249.000	Regular	473.886
Magnet Coordinator	11.000	Special Education	1,763.178
Principal Intern		IT Systems Specialist	26.500
Asst School Administrator	37.000	English Composition Assistant	37.683
Administrative Total	499.000	College/Career Information Coord	26.000
		Hearing Interpreter	13.006
Teachers		Media Assistant	130.000
Kindergarten	582.000	Teacher Assistant, Regular	
Classroom	6,469.775	Instructional Data Assistant	92.500
Athletic Director	25.000	**Instructional Support Total**	2,562.753
Resource/Team Leader/ Content Specialist	595.000	**Other Support**	
Staff Development	176.100	Administrative Secretary	202.000
ESOL	527.700	Business Manager	25.000
Alternative	73.600	Registrar	27.000
Career/Technical Ed	29.700	School Financial Assistant	62.000
Reading/Literacy	185.000	Secretary	389.860
Physical Education		Parent/Community Coord	8.624
Art	149.900	Media Services Technician	25.000
Music	149.700	Security Team Leader	26.000
Instrumental Music	40.000	Security Assistant	187.750
Preschool	86.900	Student Monitor	
Special Education:		Lunch Hour Aide	239.532
Classroom	1,852.100	**Other Support Total**	1,192.766
Resource Program	121.000		
Teachers Total	11,063.475	**Building Services**	
		Manager	197.000
Other Professional		Leader	186.000
Counselor	464.400	Worker	841.500
Media Specialist	197.300	Plant Equipment Operator	66.000
Spec Ed Related Services	273.500	**Building Services Total**	1,290.500
Other Professional Total	935.200		
		Food Services	375.030
Total Professional	12,497.675	**Total Support Services**	5,421.049

Average SAT Scores[3] [5] (71.4% Tested)

	County	National
Critical Reading	542	495
Math	554	511
Writing	533	484
Total	1629	1490

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10353	5450	52.6

Grade 12 Documented Decisions[2] [3]

College/Training	Employment	Military	College/Employment
92.9%	≤5.0%	≤5.0%	58.1%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2978.6	133	43	406

Core Facility Teaching Stations

Total	Grades 1–12	Support A/M/R	Pre-K	Kindergarten	ESOL	Special Education
8,232	6,182	568	103	571	130	678

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021	2021 –2022
157,009	166,291	158,418	160,552	162,232	163,822	165,280	166,316

School Personnel Costs

Professional Salaries	$1,013,844,654
Supporting Services Salaries	$224,355,929
Employee Benefits	$315,301,172
Total Allocated Cost	**$1,553,501,755**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2014–2015 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION VII

SELECT SCHOOL INFORMATION

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Arcola ES	693	50.8	49.2	≤5.0	8.5	18.2	69.7	≤5.0	≤5.0	≤5.0	46.0	74.7	10.5
Ashburton ES	907	52.0	48.0	≤5.0	16.2	14.8	14.0	≤5.0	45.0	9.4	14.9	11.8	12.8
Bannockburn ES	420	53.1	46.9	≤5.0	11.0	≤5.0	10.0	≤5.0	67.4	9.0	11.0	≤5.0	≤5.0
Lucy V. Barnsley ES	710	57.7	42.3	≤5.0	13.7	9.6	31.5	≤5.0	38.2	7.0	13.4	27.6	15.2
Beall ES	824	53.9	46.1	≤5.0	22.5	13.5	21.4	≤5.0	35.6	6.7	17.5	27.3	9.2
Bel Pre ES	574	55.6	44.4	≤5.0	7.8	36.8	46.0	≤5.0	5.7	≤5.0	51.6	71.4	7.0
Bells Mill ES	626	49.4	50.6	≤5.0	26.4	10.7	10.1	≤5.0	46.3	6.4	12.1	11.0	9.4
Belmont ES	314	49.0	51.0	≤5.0	7.3	≤5.0	10.5	≤5.0	72.6	≤5.0	≤5.0	6.1	8.3
Bethesda ES	556	54.5	45.5	≤5.0	14.7	6.5	9.9	≤5.0	62.2	6.7	17.4	7.6	12.1
Beverly Farms ES	597	49.7	50.3	≤5.0	29.5	7.7	9.7	≤5.0	46.4	6.5	8.0	6.2	7.4
Bradley Hills ES	626	52.4	47.6	≤5.0	10.5	≤5.0	9.9	≤5.0	67.1	10.9	7.0	≤5.0	≤5.0
Brooke Grove ES	386	49.2	50.8	≤5.0	15.8	19.9	14.5	≤5.0	46.4	≤5.0	11.9	22.5	19.9
Brookhaven ES	443	56.7	43.3	≤5.0	6.8	33.6	48.1	≤5.0	8.8	≤5.0	38.6	68.6	19.6
Brown Station ES	499	52.5	47.5	≤5.0	11.4	33.1	43.7	≤5.0	6.4	5.2	31.9	68.7	13.0
Burning Tree ES	497	56.7	43.3	≤5.0	17.9	≤5.0	7.4	≤5.0	60.4	9.5	12.9	6.0	16.7
Burnt Mills ES	531	51.8	48.2	≤5.0	≤5.0	63.3	22.2	≤5.0	7.2	≤5.0	26.4	66.7	8.7
Burtonsville ES	613	55.5	44.5	≤5.0	14.2	61.8	14.8	≤5.0	5.5	≤5.0	11.6	47.3	≤5.0
Candlewood ES	356	50.0	50.0	≤5.0	19.1	13.8	21.3	≤5.0	40.2	5.1	15.2	23.0	6.2
Cannon Road ES	434	53.0	47.0	≤5.0	8.8	39.6	44.7	≤5.0	≤5.0	≤5.0	10.6	66.1	10.8
Carderock Springs ES	406	51.0	49.0	≤5.0	17.0	≤5.0	8.4	≤5.0	66.0	5.2	7.4	≤5.0	9.4
Rachel Carson ES	1046	48.9	51.1	≤5.0	15.3	6.3	20.5	≤5.0	50.8	7.2	14.1	20.5	9.9
Cashell ES	369	52.3	47.7	≤5.0	9.5	12.5	23.0	≤5.0	46.3	8.7	9.2	23.3	13.8
Cedar Grove ES	582	50.0	50.0	≤5.0	39.3	10.0	10.5	≤5.0	33.8	6.0	8.9	9.3	8.1
Chevy Chase ES	558	50.9	49.1	≤5.0	6.6	14.9	10.6	≤5.0	62.2	5.7	9.0	17.7	6.3
Clarksburg ES	309	54.0	46.0	≤5.0	34.6	17.5	14.9	≤5.0	24.9	7.8	12.9	13.6	8.4
Clearspring ES	624	55.4	44.6	≤5.0	14.7	15.2	20.5	≤5.0	40.2	9.3	10.4	29.8	14.3
Clopper Mill ES	488	48.8	51.2	≤5.0	6.1	36.3	44.9	≤5.0	8.4	≤5.0	25.2	68.4	12.1
Cloverly ES	466	56.0	44.0	≤5.0	17.8	22.7	20.8	≤5.0	29.8	8.6	12.9	23.2	17.6
Cold Spring ES	333	52.6	47.4	≤5.0	40.2	≤5.0	7.8	≤5.0	41.1	6.9	≤5.0	≤5.0	≤5.0
College Gardens ES	888	51.1	48.9	≤5.0	21.1	18.5	15.2	≤5.0	37.6	7.1	17.7	14.1	5.2
Cresthaven ES	510	53.9	46.1	≤5.0	13.9	35.7	45.7	≤5.0	≤5.0	≤5.0	25.9	77.1	13.3
Capt. James E. Daly ES	596	47.7	52.3	≤5.0	7.6	35.2	45.3	≤5.0	8.2	≤5.0	39.3	71.3	10.4
Damascus ES	336	42.9	57.1	≤5.0	≤5.0	6.3	26.5	≤5.0	56.8	6.3	17.6	26.8	14.9
Darnestown ES	287	53.0	47.0	≤5.0	9.4	≤5.0	5.9	≤5.0	74.2	5.6	≤5.0	7.3	5.9
Diamond ES	665	52.8	47.2	≤5.0	44.5	9.6	12.3	≤5.0	28.9	≤5.0	24.7	10.2	9.8
Dr. Charles R. Drew ES	488	51.0	49.0	≤5.0	17.8	44.9	21.1	≤5.0	9.4	6.6	20.9	50.0	12.9
DuFief ES	313	49.5	50.5	≤5.0	31.0	7.3	12.1	≤5.0	42.8	6.7	12.5	14.4	23.6
East Silver Spring ES	554	50.9	49.1	≤5.0	≤5.0	56.0	20.4	≤5.0	15.7	≤5.0	31.0	55.6	12.6
Fairland ES	643	48.8	51.2	≤5.0	8.1	56.6	24.6	≤5.0	7.8	≤5.0	22.7	57.5	9.3
Fallsmead ES	535	51.2	48.8	≤5.0	32.7	6.9	8.0	≤5.0	46.2	5.8	12.0	8.4	6.4
Farmland ES	686	53.6	46.4	≤5.0	32.5	5.2	9.0	≤5.0	47.7	5.2	32.8	7.3	8.5
Fields Road ES	464	51.1	48.9	≤5.0	15.5	20.9	28.2	≤5.0	30.2	≤5.0	22.2	41.8	11.6
Flower Hill ES	493	56.2	43.8	≤5.0	13.0	30.8	44.0	≤5.0	8.1	≤5.0	35.9	64.9	15.4
Flower Valley ES	496	50.8	49.2	≤5.0	10.5	14.3	24.6	≤5.0	45.4	5.2	16.9	28.2	15.3
Forest Knolls ES	753	53.1	46.9	≤5.0	7.3	14.6	41.3	≤5.0	31.1	5.7	22.7	37.5	9.7
Fox Chapel ES	635	52.8	47.2	≤5.0	17.0	26.5	42.8	≤5.0	10.1	≤5.0	32.4	53.2	7.6
Gaithersburg ES	863	53.5	46.5	≤5.0	≤5.0	15.8	73.8	≤5.0	5.1	≤5.0	48.0	84.0	11.1
Galway ES	807	53.2	46.8	≤5.0	10.0	58.1	23.9	≤5.0	≤5.0	≤5.0	31.2	60.0	10.5
Garrett Park ES	797	54.0	46.0	≤5.0	16.1	12.9	20.1	≤5.0	43.3	7.3	22.7	16.3	6.4
Georgian Forest ES	585	53.5	46.5	≤5.0	6.7	27.9	53.5	≤5.0	8.7	≤5.0	32.6	77.8	10.6
Germantown ES	318	55.7	44.3	≤5.0	18.6	32.4	24.8	≤5.0	19.5	≤5.0	12.6	35.5	16.7
William B. Gibbs, Jr. ES	744	50.5	49.5	≤5.0	29.3	25.7	16.9	≤5.0	20.3	7.8	12.6	35.2	13.8

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Glen Haven ES	551	47.7	52.3	≤5.0	8.7	22.5	50.3	≤5.0	15.2	≤5.0	30.5	62.3	11.8
Glenallan ES	664	52.4	47.6	≤5.0	7.7	34.3	47.3	≤5.0	8.1	≤5.0	26.1	66.3	11.4
Goshen ES	575	52.3	47.7	≤5.0	10.8	25.6	35.0	≤5.0	22.4	5.9	19.5	43.7	12.5
Great Seneca Creek ES	698	51.6	48.4	≤5.0	12.3	29.7	26.2	≤5.0	26.1	5.4	13.3	38.1	10.6
Greencastle ES	759	53.0	47.0	≤5.0	7.4	69.0	19.4	≤5.0	≤5.0	≤5.0	15.4	64.8	10.0
Greenwood ES	477	48.8	51.2	≤5.0	9.4	7.5	10.3	≤5.0	65.4	7.3	6.7	8.8	7.1
Harmony Hills ES	743	51.0	49.0	≤5.0	5.2	16.2	74.3	≤5.0	≤5.0	≤5.0	51.5	87.3	9.7
Highland ES	558	53.9	46.1	≤5.0	≤5.0	14.3	71.3	≤5.0	5.9	≤5.0	52.9	79.4	10.8
Highland View ES	408	52.9	47.1	≤5.0	≤5.0	24.8	32.6	≤5.0	35.3	≤5.0	34.8	48.0	6.4
Jackson Road ES	691	52.5	47.5	≤5.0	9.1	53.1	32.6	≤5.0	≤5.0	≤5.0	28.2	78.4	13.5
Jones Lane ES	466	52.8	47.2	≤5.0	9.7	12.7	24.2	≤5.0	47.0	6.0	17.4	27.7	14.6
Kemp Mill ES	530	49.1	50.9	≤5.0	≤5.0	17.2	72.3	≤5.0	≤5.0	≤5.0	51.9	77.2	8.9
Kensington Parkwood ES	644	51.1	48.9	≤5.0	5.3	≤5.0	10.6	≤5.0	70.8	8.5	6.8	5.3	11.8
Lake Seneca ES	502	51.6	48.4	≤5.0	6.6	38.4	31.9	≤5.0	17.3	5.8	21.7	55.6	18.7
Lakewood ES	543	47.9	52.1	≤5.0	45.1	10.5	7.2	≤5.0	30.8	6.1	10.9	7.0	9.6
Laytonsville ES	412	55.8	44.2	≤5.0	7.5	15.5	18.0	≤5.0	52.2	6.3	6.3	18.7	15.5
JoAnn Leleck ES	822	50.7	49.3	≤5.0	≤5.0	13.3	82.2	≤5.0	≤5.0	≤5.0	65.8	94.2	7.8
Little Bennett ES	643	50.2	49.8	≤5.0	30.6	18.2	11.5	≤5.0	30.3	9.2	10.1	15.7	8.2
Luxmanor ES	429	49.4	50.6	≤5.0	24.0	11.0	18.6	≤5.0	38.9	7.2	23.5	17.0	11.2
Thurgood Marshall ES	664	53.5	46.5	≤5.0	18.2	16.3	28.5	≤5.0	31.9	≤5.0	14.9	31.2	14.6
Maryvale ES	620	46.1	53.9	≤5.0	9.7	26.5	31.1	≤5.0	25.2	7.3	25.3	41.9	7.9
Spark M. Matsunaga ES	856	49.6	50.4	≤5.0	36.3	19.4	13.6	≤5.0	24.9	5.7	11.3	18.0	6.3
S. Christa McAuliffe ES	640	49.1	50.9	≤5.0	8.3	37.8	29.7	≤5.0	16.4	7.5	21.7	49.1	9.5
Ronald McNair ES	837	49.9	50.1	≤5.0	30.1	22.3	16.4	≤5.0	24.7	6.2	17.8	25.7	6.8
Meadow Hall ES	462	55.0	45.0	≤5.0	10.0	11.5	53.5	≤5.0	21.0	≤5.0	23.2	53.5	18.6
Mill Creek Towne ES	374	55.6	44.4	≤5.0	10.2	12.8	44.4	≤5.0	27.0	5.1	31.8	50.3	22.5
Monocacy ES	166	59.0	41.0	≤5.0	≤5.0	7.8	11.4	≤5.0	71.7	6.0	5.4	18.7	13.3
Montgomery Knolls ES	474	56.8	43.2	≤5.0	6.3	24.3	51.1	≤5.0	16.2	≤5.0	48.9	65.6	16.9
New Hampshire Estates ES	498	51.0	49.0	≤5.0	≤5.0	17.9	77.3	≤5.0	≤5.0	≤5.0	63.1	91.8	7.2
Roscoe R. Nix ES	538	52.2	47.8	≤5.0	5.6	38.5	49.4	≤5.0	≤5.0	≤5.0	48.1	75.1	9.1
North Chevy Chase ES	387	52.5	47.5	≤5.0	5.2	16.5	15.0	≤5.0	56.3	7.0	8.3	12.4	10.9
Oak View ES	403	49.6	50.4	≤5.0	5.5	17.6	65.8	≤5.0	9.7	≤5.0	34.0	79.7	11.9
Oakland Terrace ES	480	48.3	51.7	≤5.0	7.7	12.5	29.8	≤5.0	40.0	9.6	15.6	30.6	15.2
Olney ES	647	53.2	46.8	≤5.0	14.5	15.6	15.3	≤5.0	47.6	7.0	10.8	19.3	7.6
William Tyler Page ES	421	48.2	51.8	≤5.0	16.9	54.6	20.7	≤5.0	5.9	≤5.0	23.0	51.1	6.7
Pine Crest ES	469	51.0	49.0	≤5.0	6.6	21.7	37.7	≤5.0	29.4	≤5.0	22.6	46.1	7.9
Piney Branch ES	563	51.7	48.3	≤5.0	≤5.0	35.0	19.5	≤5.0	36.4	5.5	15.6	33.7	8.9
Poolesville ES	417	48.4	51.6	≤5.0	5.3	≤5.0	10.8	≤5.0	74.6	≤5.0	5.3	10.6	9.4
Potomac ES	474	52.1	47.9	≤5.0	34.6	≤5.0	5.1	≤5.0	50.6	5.5	8.4	≤5.0	5.9
Judith A. Resnik ES	643	51.8	48.2	≤5.0	11.4	33.0	38.9	≤5.0	12.6	≤5.0	30.6	56.5	8.2
Dr. Sally K. Ride ES	514	55.4	44.6	≤5.0	17.5	40.3	25.5	≤5.0	11.9	≤5.0	20.4	49.6	20.4
Ritchie Park ES	532	48.9	51.1	≤5.0	22.4	9.0	18.8	≤5.0	43.6	5.6	11.8	21.8	6.6
Rock Creek Forest ES	708	47.9	52.1	≤5.0	5.4	16.2	33.2	≤5.0	38.6	6.2	16.5	26.3	9.6
Rock Creek Valley ES	435	49.9	50.1	≤5.0	15.9	10.1	37.5	≤5.0	28.0	8.3	20.0	31.3	21.8
Rock View ES	615	51.7	48.3	≤5.0	9.6	17.2	45.9	≤5.0	20.7	6.0	27.5	50.1	14.5
Lois P. Rockwell ES	459	50.5	49.5	≤5.0	11.8	11.1	23.3	≤5.0	47.9	5.9	10.7	19.8	19.0
Rolling Terrace ES	893	48.9	51.1	≤5.0	≤5.0	15.3	65.6	≤5.0	12.9	≤5.0	51.8	72.5	7.2
Rosemary Hills ES	610	51.0	49.0	≤5.0	≤5.0	24.9	13.3	≤5.0	52.0	5.9	17.5	27.7	8.0
Rosemont ES	588	53.9	46.1	≤5.0	8.8	25.5	48.8	≤5.0	11.9	≤5.0	44.0	60.4	12.8
Sequoyah ES	385	51.4	48.6	≤5.0	11.4	13.2	50.4	≤5.0	21.3	≤5.0	32.7	54.3	16.4
Seven Locks ES	398	48.2	51.8	≤5.0	18.8	7.8	10.1	≤5.0	54.8	8.3	13.6	5.3	6.3
Sherwood ES	513	53.6	46.4	≤5.0	13.5	18.3	13.5	≤5.0	50.3	≤5.0	5.8	19.5	17.5

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Sargent Shriver ES	756	51.1	48.9	≤5.0	7.7	11.9	75.7	≤5.0	≤5.0	≤5.0	47.0	81.9	7.4
Flora M. Singer ES	735	53.7	46.3	≤5.0	6.9	13.6	39.2	≤5.0	35.9	≤5.0	27.9	41.2	17.0
Sligo Creek ES	647	51.9	48.1	≤5.0	≤5.0	24.1	11.4	≤5.0	52.2	7.4	10.4	13.4	9.3
Somerset ES	569	51.7	48.3	≤5.0	9.0	≤5.0	16.2	≤5.0	62.7	8.1	18.1	8.4	6.5
South Lake ES	814	52.9	47.1	≤5.0	6.6	27.6	60.2	≤5.0	≤5.0	≤5.0	52.2	85.7	5.5
Stedwick ES	580	52.9	47.1	≤5.0	5.2	30.9	43.3	≤5.0	13.8	6.4	34.3	60.3	11.7
Stone Mill ES	644	49.8	50.2	≤5.0	49.2	12.6	5.4	≤5.0	28.4	≤5.0	10.6	9.3	12.3
Stonegate ES	494	52.8	47.2	≤5.0	15.2	33.0	17.2	≤5.0	25.1	9.1	10.5	24.9	13.2
Strathmore ES	473	49.9	50.1	≤5.0	5.7	41.6	43.3	≤5.0	6.1	≤5.0	20.9	60.7	13.1
Strawberry Knoll ES	619	51.9	48.1	≤5.0	13.2	29.1	37.8	≤5.0	12.9	6.1	21.0	48.0	16.3
Summit Hall ES	674	53.1	46.9	≤5.0	≤5.0	20.0	70.5	≤5.0	≤5.0	≤5.0	51.6	81.2	10.8
Takoma Park ES	703	48.2	51.8	≤5.0	≤5.0	35.6	16.9	≤5.0	37.3	6.8	29.0	36.0	5.8
Travilah ES	389	46.5	53.5	≤5.0	45.5	5.4	5.4	≤5.0	38.6	≤5.0	10.8	6.2	5.9
Twinbrook ES	547	52.7	47.3	≤5.0	13.0	9.3	61.1	≤5.0	13.0	≤5.0	49.0	65.3	10.4
Viers Mill ES	681	50.8	49.2	≤5.0	9.0	10.0	61.7	≤5.0	16.4	≤5.0	43.6	67.1	17.3
Washington Grove ES	444	56.3	43.7	≤5.0	9.0	22.1	55.2	≤5.0	11.5	≤5.0	50.5	74.3	20.5
Waters Landing ES	705	49.5	50.5	≤5.0	5.4	37.9	35.3	≤5.0	14.6	6.5	23.0	52.3	10.2
Watkins Mill ES	672	52.1	47.9	≤5.0	8.5	33.5	49.0	≤5.0	≤5.0	≤5.0	45.2	75.6	17.1
Wayside ES	524	52.9	47.1	≤5.0	38.9	6.9	6.5	≤5.0	42.0	5.7	11.5	6.3	9.2
Weller Road ES	709	49.5	50.5	≤5.0	9.4	9.6	74.6	≤5.0	≤5.0	≤5.0	44.7	75.5	10.0
Westbrook ES	437	52.6	47.4	≤5.0	≤5.0	≤5.0	9.6	≤5.0	75.7	7.1	8.9	≤5.0	13.5
Westover ES	305	55.7	44.3	≤5.0	15.4	38.4	18.7	≤5.0	23.0	≤5.0	10.2	24.9	22.0
Wheaton Woods ES	532	48.7	51.3	≤5.0	8.1	27.8	58.1	≤5.0	≤5.0	≤5.0	44.9	82.7	8.3
Whetstone ES	786	51.9	48.1	≤5.0	8.3	26.0	52.5	≤5.0	9.4	≤5.0	39.4	60.9	14.8
Wilson Wims ES	921	51.5	48.5	≤5.0	40.3	15.2	12.6	≤5.0	24.4	7.3	9.3	11.3	≤5.0
Wood Acres ES	660	52.6	47.4	≤5.0	11.7	≤5.0	10.9	≤5.0	67.3	6.7	8.9	≤5.0	7.1
Woodfield ES	283	48.8	51.2	≤5.0	5.3	11.3	20.1	≤5.0	57.2	6.0	≤5.0	20.8	18.7
Woodlin ES	589	51.3	48.7	≤5.0	6.8	25.8	20.9	≤5.0	37.5	8.5	16.6	23.3	14.3
Wyngate ES	755	51.3	48.7	≤5.0	8.6	≤5.0	10.7	≤5.0	68.5	8.2	7.2	≤5.0	6.9

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Arcola ES	83.5	94.2	16.6	8.7	13.7	26.8	33.8
Ashburton ES	16.4	≥95.0	11.4	13.2	20.3	35.1	30.4
Bannockburn ES	≤5.0	≥95.0	5.6	16.0	22.0	34.0	32.2
Lucy V. Barnsley ES	35.9	≥95.0	11.5	11.8	11.3	27.2	35.6
Beall ES	31.4	≥95.0	11.2	15.0	15.0	36.7	34.1
Bel Pre ES	74.7	93.5	23.1	9.5	14.4	21.9	--
Bells Mill ES	12.3	≥95.0	7.8	13.4	18.8	39.1	34.7
Belmont ES	7.3	≥95.0	6.1	12.0	12.8	36.7	32.5
Bethesda ES	9.7	≥95.0	15.2	9.3	13.8	32.1	33.5
Beverly Farms ES	8.0	≥95.0	6.3	14.7	17.3	37.0	33.8
Bradley Hills ES	≤5.0	≥95.0	5.7	16.5	16.8	35.4	32.7
Brooke Grove ES	29.5	≥95.0	7.1	8.4	20.0	40.9	32.6
Brookhaven ES	74.7	≥95.0	19.0	8.0	16.0	24.3	33.3
Brown Station ES	74.7	≥95.0	29.9	8.6	12.3	26.4	26.9
Burning Tree ES	6.6	≥95.0	6.1	10.4	14.3	31.4	36.8
Burnt Mills ES	70.6	≥95.0	23.5	9.9	19.1	32.1	26.4
Burtonsville ES	58.2	≥95.0	13.6	12.9	14.1	26.8	29.9
Candlewood ES	24.7	≥95.0	14.9	11.7	16.8	29.3	33.0
Cannon Road ES	72.6	≥95.0	15.0	9.7	18.5	29.0	25.3
Carderock Springs ES	≤5.0	≥95.0	≤5.0	11.6	25.0	35.5	34.1
Rachel Carson ES	22.6	≥95.0	9.0	13.7	20.7	37.5	35.3
Cashell ES	27.4	≥95.0	8.3	9.8	16.3	35.0	31.8
Cedar Grove ES	14.1	≥95.0	9.1	13.4	16.0	37.1	32.0
Chevy Chase ES	18.5	≥95.0	5.7	13.4	--	18.5	45.5
Clarksburg ES	20.4	≥95.0	12.0	11.8	14.3	36.2	34.3
Clearspring ES	33.3	≥95.0	5.3	12.0	12.8	35.7	35.6
Clopper Mill ES	75.2	≥95.0	22.7	7.5	10.9	26.5	25.7
Cloverly ES	29.2	≥95.0	14.0	9.4	13.0	33.7	31.8
Cold Spring ES	≤5.0	≥95.0	≤5.0	14.6	29.0	27.9	31.8
College Gardens ES	19.1	≥95.0	12.2	15.0	17.8	38.1	33.1
Cresthaven ES	83.5	94.7	12.3	10.5	--	21.5	36.6
Capt. James E. Daly ES	77.0	94.9	16.7	10.6	12.6	28.5	35.0
Damascus ES	33.3	94.8	12.6	9.6	16.6	33.8	29.1
Darnestown ES	7.7	≥95.0	5.8	13.0	14.3	34.1	33.3
Diamond ES	13.5	≥95.0	19.0	10.7	17.9	37.3	33.6
Dr. Charles R. Drew ES	54.9	≥95.0	13.5	9.6	10.7	29.3	35.2
DuFief ES	16.6	≥95.0	≤5.0	8.4	17.5	33.0	31.8
East Silver Spring ES	63.9	≥95.0	16.4	9.8	14.5	22.6	23.9
Fairland ES	65.5	94.6	19.4	10.5	13.6	27.8	32.6
Fallsmead ES	11.8	≥95.0	10.2	13.9	15.2	36.4	34.6
Farmland ES	10.2	≥95.0	20.2	13.4	16.1	35.9	30.7
Fields Road ES	44.8	≥95.0	14.9	7.9	10.1	22.7	25.3
Flower Hill ES	68.4	94.7	22.8	9.9	15.0	29.3	30.3
Flower Valley ES	34.1	≥95.0	13.5	10.7	12.3	34.6	30.4
Forest Knolls ES	43.8	≥95.0	6.1	9.4	15.4	29.2	35.8
Fox Chapel ES	61.1	≥95.0	15.8	11.7	11.0	27.1	34.8
Gaithersburg ES	87.8	94.8	20.0	8.3	16.3	26.2	30.7
Galway ES	68.9	≥95.0	19.1	10.5	17.7	27.8	31.7
Garrett Park ES	22.1	≥95.0	14.0	16.4	17.4	35.4	35.3
Georgian Forest ES	84.6	94.2	29.8	9.2	15.8	24.3	24.8
Germantown ES	43.4	≥95.0	16.9	7.3	11.0	32.3	27.3
William B. Gibbs, Jr. ES	39.0	≥95.0	8.0	10.7	14.7	39.9	36.8

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2014–2015 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Glen Haven ES	72.6	94.4	18.9	9.2	10.9	26.4	30.0
Glenallan ES	71.2	≥95.0	19.4	11.0	14.5	29.0	30.9
Goshen ES	48.7	≥95.0	15.4	9.9	10.2	28.7	31.2
Great Seneca Creek ES	45.8	94.7	12.8	11.0	13.9	28.7	36.5
Greencastle ES	72.6	≥95.0	26.4	10.2	13.6	27.5	32.4
Greenwood ES	10.7	≥95.0	≤5.0	14.3	18.0	31.7	33.1
Harmony Hills ES	91.9	≥95.0	19.4	9.0	15.9	27.8	29.3
Highland ES	83.0	94.8	16.8	7.8	16.3	24.3	30.5
Highland View ES	53.2	≥95.0	11.0	10.3	11.3	27.3	28.6
Jackson Road ES	81.8	≥95.0	23.8	9.3	15.0	25.7	28.5
Jones Lane ES	30.5	≥95.0	6.6	8.9	15.0	32.6	30.3
Kemp Mill ES	85.1	≥95.0	19.5	8.9	14.6	27.9	26.6
Kensington Parkwood ES	7.8	≥95.0	≤5.0	14.2	15.0	35.9	36.3
Lake Seneca ES	63.9	95.0	21.1	9.2	11.4	26.3	26.8
Lakewood ES	10.1	≥95.0	10.7	13.2	14.0	35.9	35.2
Laytonsville ES	21.4	≥95.0	14.2	9.0	15.2	31.5	29.6
JoAnn Leleck ES	≥95.0	≥95.0	19.4	9.1	17.9	28.7	28.5
Little Bennett ES	20.7	≥95.0	7.6	12.6	17.8	38.4	33.2
Luxmanor ES	19.8	≥95.0	13.7	11.3	13.8	31.2	31.7
Thurgood Marshall ES	36.0	≥95.0	13.6	12.6	16.5	37.9	36.0
Maryvale ES	48.4	≥95.0	12.6	9.6	14.3	31.6	27.2
Spark M. Matsunaga ES	23.6	≥95.0	7.8	13.6	16.4	36.2	35.1
S. Christa McAuliffe ES	59.7	≥95.0	16.5	11.7	14.7	26.1	32.3
Ronald McNair ES	30.2	≥95.0	10.8	13.8	17.5	39.5	37.2
Meadow Hall ES	61.9	≥95.0	14.4	8.3	11.9	27.3	28.5
Mill Creek Towne ES	55.9	≥95.0	14.7	8.2	11.8	22.7	26.1
Monocacy ES	21.7	≥95.0	≤5.0	9.9	16.0	38.0	29.5
Montgomery Knolls ES	65.6	≥95.0	14.8	8.4	16.0	24.0	--
New Hampshire Estates ES	91.8	≥95.0	22.2	8.2	13.9	20.0	--
Roscoe R. Nix ES	77.9	93.7	20.6	8.4	17.5	23.7	--
North Chevy Chase ES	19.1	≥95.0	6.1	10.6	--	18.1	40.7
Oak View ES	85.1	≥95.0	13.4	9.8	--	18.6	33.8
Oakland Terrace ES	34.2	≥95.0	9.3	8.7	16.5	25.7	31.1
Olney ES	24.1	≥95.0	9.9	14.7	19.7	36.1	36.3
William Tyler Page ES	59.6	≥95.0	10.9	11.2	10.1	25.0	28.2
Pine Crest ES	52.5	≥95.0	14.0	12.2	--	18.6	36.4
Piney Branch ES	40.7	≥95.0	8.7	13.0	--	22.7	35.2
Poolesville ES	12.5	≥95.0	8.4	10.2	13.8	34.9	35.2
Potomac ES	≤5.0	≥95.0	6.9	12.5	16.8	38.3	31.6
Judith A. Resnik ES	64.2	≥95.0	16.3	10.7	13.0	28.6	35.7
Dr. Sally K. Ride ES	57.0	≥95.0	17.5	9.1	14.5	26.3	33.8
Ritchie Park ES	24.4	≥95.0	12.9	16.0	11.3	39.6	33.5
Rock Creek Forest ES	31.5	≥95.0	5.9	12.2	15.1	26.9	32.1
Rock Creek Valley ES	40.9	≥95.0	8.8	8.4	15.4	24.0	33.6
Rock View ES	58.7	≥95.0	17.5	9.0	15.0	25.0	29.5
Lois P. Rockwell ES	26.4	≥95.0	9.4	10.5	13.6	33.2	31.4
Rolling Terrace ES	74.9	94.6	16.6	9.8	16.7	27.9	32.6
Rosemary Hills ES	30.3	≥95.0	10.0	11.5	20.5	33.3	--
Rosemont ES	65.3	≥95.0	27.0	7.4	12.3	25.1	28.2
Sequoyah ES	59.5	94.5	20.3	8.4	9.4	25.9	27.3
Seven Locks ES	6.5	≥95.0	8.6	13.3	17.7	38.5	31.9
Sherwood ES	22.8	≥95.0	9.5	9.4	15.3	36.1	35.5

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2014–2015 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Sargent Shriver ES	88.2	94.9	16.2	10.0	15.6	28.0	32.7
Flora M. Singer ES	47.1	≥95.0	10.2	9.3	18.0	25.1	31.1
Sligo Creek ES	16.8	≥95.0	10.6	13.2	14.8	35.1	31.0
Somerset ES	8.4	≥95.0	9.7	13.5	16.7	37.1	30.7
South Lake ES	90.4	94.8	28.8	10.4	15.8	25.9	26.9
Stedwick ES	65.7	94.8	19.3	11.2	12.3	28.6	30.4
Stone Mill ES	13.8	≥95.0	9.9	12.3	18.2	33.2	35.6
Stonegate ES	29.8	≥95.0	9.6	12.8	14.4	39.7	34.8
Strathmore ES	74.6	94.8	15.0	9.2	--	18.9	34.3
Strawberry Knoll ES	57.2	94.8	19.9	8.1	12.8	27.3	29.9
Summit Hall ES	86.8	≥95.0	23.1	9.4	16.0	29.8	30.3
Takoma Park ES	39.1	≥95.0	12.4	13.4	16.3	27.4	--
Travilah ES	8.2	≥95.0	7.9	13.7	14.7	34.4	34.9
Twinbrook ES	75.1	≥95.0	17.6	10.3	15.3	28.1	32.2
Viers Mill ES	70.8	≥95.0	12.7	7.9	11.4	25.0	32.2
Washington Grove ES	74.5	≥95.0	19.0	7.0	11.6	24.7	30.0
Waters Landing ES	60.3	≥95.0	16.3	9.6	13.4	28.9	32.2
Watkins Mill ES	83.3	94.1	24.6	9.2	14.2	27.4	30.3
Wayside ES	7.1	≥95.0	6.8	12.1	25.5	38.0	32.9
Weller Road ES	84.3	≥95.0	16.5	11.5	13.2	28.0	31.8
Westbrook ES	≤5.0	≥95.0	8.7	10.1	19.3	32.7	32.3
Westover ES	31.1	≥95.0	9.2	8.8	11.3	29.9	29.8
Wheaton Woods ES	88.3	≥95.0	14.8	9.7	12.3	24.5	30.7
Whetstone ES	71.1	≥95.0	16.4	10.6	13.8	27.3	33.7
Wilson Wims ES	14.7	≥95.0	7.5	15.2	18.7	39.0	34.7
Wood Acres ES	≤5.0	≥95.0	6.7	15.2	23.5	37.4	35.5
Woodfield ES	24.7	94.6	6.6	11.5	13.7	31.3	32.0
Woodlin ES	28.2	≥95.0	10.6	9.9	15.0	32.1	28.3
Wyngate ES	≤5.0	≥95.0	6.0	17.6	25.3	39.0	34.6

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2014–2015 school year.

Middle Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Argyle MS	912	57.2	42.8	≤5.0	10.3	30.6	45.5	≤5.0	10.0	≤5.0	13.2	58.4	9.9
John T. Baker MS	813	49.3	50.7	≤5.0	5.8	9.3	20.5	≤5.0	58.3	5.5	≤5.0	19.1	14.6
Benjamin Banneker MS	863	52.4	47.6	≤5.0	12.1	62.3	16.1	≤5.0	5.6	≤5.0	≤5.0	51.0	10.8
Briggs Chaney MS	866	49.2	50.8	≤5.0	14.3	53.1	19.6	≤5.0	8.3	≤5.0	7.6	48.8	10.4
Cabin John MS	941	52.5	47.5	≤5.0	28.1	11.5	7.5	≤5.0	47.7	5.2	6.8	7.7	15.3
Roberto W. Clemente MS	1277	51.5	48.5	≤5.0	25.8	25.0	28.3	≤5.0	15.2	5.4	5.1	33.9	9.6
Eastern MS	905	44.8	55.2	≤5.0	13.7	17.3	40.4	≤5.0	24.1	≤5.0	17.0	46.3	8.6
William H. Farquhar MS	595	47.9	52.1	≤5.0	13.3	18.2	14.3	≤5.0	48.4	5.9	≤5.0	12.4	10.3
Forest Oak MS	804	50.1	49.9	≤5.0	7.5	28.4	46.9	≤5.0	13.3	≤5.0	16.3	58.6	13.3
Robert Frost MS	1112	52.0	48.0	≤5.0	34.6	≤5.0	6.8	≤5.0	48.0	5.2	≤5.0	5.8	5.7
Gaithersburg MS	752	56.4	43.6	≤5.0	8.0	21.9	44.1	≤5.0	21.1	≤5.0	13.7	47.7	17.7
Herbert Hoover MS	1038	51.8	48.2	≤5.0	30.9	6.5	5.4	≤5.0	50.7	6.3	≤5.0	≤5.0	10.7
Francis Scott Key MS	979	52.1	47.9	≤5.0	10.3	43.0	40.7	≤5.0	≤5.0	≤5.0	13.0	70.7	9.2
Dr. Martin Luther King, Jr. MS	623	49.6	50.4	≤5.0	13.6	36.1	28.1	≤5.0	16.7	5.3	9.1	48.2	10.8
Kingsview MS	1034	48.8	51.2	≤5.0	27.5	21.2	13.8	≤5.0	32.1	5.3	≤5.0	18.0	8.1
Lakelands Park MS	1049	48.9	51.1	≤5.0	15.1	13.4	18.3	≤5.0	48.6	≤5.0	6.2	22.0	11.1
Col. E. Brooke Lee MS	691	54.0	46.0	≤5.0	9.3	25.5	54.6	≤5.0	7.1	≤5.0	18.4	66.7	13.9
A. Mario Loiederman MS	919	39.9	60.1	≤5.0	6.1	21.5	57.7	≤5.0	11.6	≤5.0	18.9	62.1	12.3
Montgomery Village MS	713	54.7	45.3	≤5.0	10.0	30.4	49.2	≤5.0	6.7	≤5.0	16.0	66.3	16.1
Neelsville MS	911	51.0	49.0	≤5.0	8.1	32.8	47.1	≤5.0	7.8	≤5.0	16.5	67.7	8.3
Newport Mill MS	587	50.8	49.2	≤5.0	11.1	16.5	48.4	≤5.0	19.6	≤5.0	15.0	49.4	18.4
North Bethesda MS	1028	53.9	46.1	≤5.0	11.9	5.8	12.5	≤5.0	63.1	6.4	5.7	5.9	10.2
Parkland MS	964	52.8	47.2	≤5.0	17.5	24.5	43.6	≤5.0	11.0	≤5.0	9.3	48.3	9.1
Rosa M. Parks MS	902	50.9	49.1	≤5.0	10.3	10.2	11.1	≤5.0	63.2	5.1	≤5.0	9.8	7.0
John Poole MS	332	52.7	47.3	≤5.0	≤5.0	≤5.0	10.8	≤5.0	75.0	≤5.0	≤5.0	11.1	9.6
Thomas W. Pyle MS	1516	51.3	48.7	≤5.0	11.2	≤5.0	7.9	≤5.0	72.1	6.5	5.9	≤5.0	8.5
Redland MS	550	50.2	49.8	≤5.0	11.3	17.6	36.4	≤5.0	30.5	≤5.0	11.1	37.1	11.1
Ridgeview MS	746	50.8	49.2	≤5.0	13.9	15.4	25.2	≤5.0	39.8	5.5	6.3	30.0	8.3
Rocky Hill MS	1279	48.9	51.1	≤5.0	27.4	23.5	14.6	≤5.0	28.3	5.9	≤5.0	19.9	8.3
Shady Grove MS	565	52.7	47.3	≤5.0	11.5	20.2	35.9	≤5.0	25.7	6.5	9.0	40.5	11.2
Silver Spring International MS	1042	48.8	51.2	≤5.0	5.1	24.2	37.9	≤5.0	27.8	≤5.0	12.7	42.3	10.6
Sligo MS	625	49.8	50.2	≤5.0	8.2	22.4	41.1	≤5.0	25.1	≤5.0	11.7	44.0	13.1
Takoma Park MS	1055	52.1	47.9	≤5.0	20.2	28.9	15.4	≤5.0	30.1	5.3	8.2	24.7	6.4
Tilden MS	850	55.2	44.8	≤5.0	17.6	7.4	19.3	≤5.0	48.9	6.4	16.5	11.6	15.1
Julius West MS	1279	52.5	47.5	≤5.0	21.0	14.1	25.3	≤5.0	33.5	6.0	11.7	26.4	7.5
Westland MS	1260	51.4	48.6	≤5.0	5.5	10.5	14.4	≤5.0	64.4	≤5.0	9.0	10.6	8.4
White Oak MS	760	53.8	46.2	≤5.0	10.8	31.3	46.1	≤5.0	9.5	≤5.0	18.0	61.7	10.0
Earle B. Wood MS	970	51.6	48.4	≤5.0	11.4	13.3	38.4	≤5.0	32.2	≤5.0	9.3	35.7	13.4

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Middle Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Argyle MS	72.0	≥95.0	11.9	10.7	23.2	26.2
John T. Baker MS	31.7	≥95.0	6.2	10.5	29.2	28.6
Benjamin Banneker MS	68.3	≥95.0	15.0	10.0	24.7	26.1
Briggs Chaney MS	61.9	≥95.0	12.4	10.3	21.4	25.1
Cabin John MS	12.9	≥95.0	5.7	9.2	24.9	26.3
Roberto W. Clemente MS	48.6	≥95.0	10.2	11.1	25.0	28.0
Eastern MS	57.8	≥95.0	13.2	10.3	22.7	24.5
William H. Farquhar MS	21.8	≥95.0	6.1	10.0	25.3	26.9
Forest Oak MS	75.1	94.8	19.8	8.7	23.5	24.2
Robert Frost MS	11.3	≥95.0	5.2	13.5	27.4	27.8
Gaithersburg MS	63.8	≥95.0	12.4	8.8	22.5	23.9
Herbert Hoover MS	6.9	≥95.0	≤5.0	11.4	27.2	28.6
Francis Scott Key MS	81.2	≥95.0	13.7	10.7	24.7	25.8
Dr. Martin Luther King, Jr. MS	62.4	94.8	15.3	9.2	24.9	23.9
Kingsview MS	29.1	≥95.0	5.4	12.1	26.5	29.0
Lakelands Park MS	29.2	≥95.0	10.7	9.0	26.8	27.9
Col. E. Brooke Lee MS	81.5	94.2	16.4	8.1	18.9	22.6
A. Mario Loiederman MS	76.7	94.6	16.0	9.5	25.2	25.4
Montgomery Village MS	81.2	94.7	17.2	8.5	23.6	24.6
Neelsville MS	81.6	94.8	15.5	9.8	26.0	25.4
Newport Mill MS	68.1	≥95.0	10.0	8.0	22.8	22.8
North Bethesda MS	11.2	≥95.0	6.2	12.6	27.3	29.2
Parkland MS	66.3	≥95.0	≤5.0	11.1	28.8	28.1
Rosa M. Parks MS	16.7	≥95.0	≤5.0	12.1	25.5	28.9
John Poole MS	20.5	94.9	≤5.0	9.1	25.6	27.2
Thomas W. Pyle MS	≤5.0	≥95.0	≤5.0	11.7	25.1	28.3
Redland MS	51.1	≥95.0	11.6	9.8	25.6	25.7
Ridgeview MS	38.2	≥95.0	9.4	11.1	26.9	27.3
Rocky Hill MS	31.4	≥95.0	9.9	11.9	25.4	28.7
Shady Grove MS	56.8	≥95.0	10.7	8.7	23.9	25.9
Silver Spring International MS	53.6	≥95.0	9.5	9.8	27.6	28.5
Sligo MS	58.9	94.6	20.5	8.8	23.9	23.8
Takoma Park MS	35.5	≥95.0	5.8	12.2	25.7	26.6
Tilden MS	19.5	≥95.0	9.3	9.7	26.2	27.2
Julius West MS	39.3	≥95.0	12.7	11.9	28.3	27.2
Westland MS	14.6	≥95.0	5.4	12.0	25.0	27.0
White Oak MS	73.2	≥95.0	16.2	9.7	20.2	24.7
Earle B. Wood MS	50.7	≥95.0	10.9	9.3	24.2	24.8

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2014–2015 school year.

High Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Bethesda-Chevy Chase HS	2006	51.4	48.6	≤5.0	5.4	14.8	17.6	≤5.0	56.3	5.7	8.9	12.0	8.6
Montgomery Blair HS	2882	50.8	49.2	≤5.0	15.3	25.5	32.3	≤5.0	22.7	≤5.0	15.5	36.3	6.7
James Hubert Blake HS	1579	42.9	57.1	≤5.0	9.2	41.6	22.9	≤5.0	21.5	≤5.0	≤5.0	33.9	10.1
Winston Churchill HS	2093	53.4	46.6	≤5.0	23.2	8.4	8.3	≤5.0	55.2	≤5.0	≤5.0	≤5.0	12.5
Clarksburg HS	1989	49.9	50.1	≤5.0	18.4	28.0	26.6	≤5.0	22.7	≤5.0	6.9	29.6	8.9
Damascus HS	1209	49.4	50.6	≤5.0	6.8	10.5	17.1	≤5.0	60.0	≤5.0	≤5.0	15.1	13.2
Thomas Edison HS of Technology	506	70.8	29.2	≤5.0	≤5.0	22.5	51.6	≤5.0	18.4	≤5.0	17.0	43.9	30.2
Albert Einstein HS	1689	45.7	54.3	≤5.0	9.7	19.8	47.2	≤5.0	20.2	≤5.0	14.0	43.8	14.5
Gaithersburg HS	2306	53.5	46.5	≤5.0	8.1	25.6	45.6	≤5.0	16.8	≤5.0	20.3	42.8	14.1
Walter Johnson HS	2289	51.7	48.3	≤5.0	11.1	9.7	17.2	≤5.0	55.9	5.8	8.1	7.1	11.0
John F. Kennedy HS	1549	51.8	48.2	≤5.0	7.4	32.2	53.2	≤5.0	5.4	≤5.0	21.4	48.9	14.4
Col. Zadok Magruder HS	1513	52.9	47.1	≤5.0	14.3	18.7	35.4	≤5.0	26.7	≤5.0	9.8	33.8	10.3
Richard Montgomery HS	2244	49.5	50.5	≤5.0	25.5	15.2	23.4	≤5.0	30.5	≤5.0	11.1	18.4	6.8
Northwest HS	2255	49.6	50.4	≤5.0	18.0	28.1	19.8	≤5.0	28.8	5.1	≤5.0	26.0	10.4
Northwood HS	1579	50.0	50.0	≤5.0	6.3	24.6	52.8	≤5.0	13.8	≤5.0	22.5	50.4	12.5
Paint Branch HS	1996	52.0	48.0	≤5.0	14.1	55.6	17.2	≤5.0	9.3	≤5.0	≤5.0	36.4	10.2
Poolesville HS	1205	49.5	50.5	≤5.0	28.5	5.1	8.0	≤5.0	51.5	6.4	≤5.0	7.1	≤5.0
Quince Orchard HS	1924	49.9	50.1	≤5.0	13.1	14.7	23.8	≤5.0	44.0	≤5.0	8.7	22.4	7.8
Rockville HS	1342	54.7	45.3	≤5.0	11.3	13.3	38.7	≤5.0	32.7	≤5.0	11.9	33.3	16.3
Seneca Valley HS	1198	50.4	49.6	≤5.0	11.4	36.0	29.1	≤5.0	19.6	≤5.0	11.9	38.4	12.9
Sherwood HS	1890	49.8	50.2	≤5.0	11.7	16.9	15.2	≤5.0	52.2	≤5.0	10.2	17.2	10.1
Springbrook HS	1790	57.6	42.4	≤5.0	11.3	41.8	35.1	≤5.0	8.0	≤5.0	14.9	44.0	9.7
Watkins Mill HS	1524	55.3	44.7	≤5.0	8.7	31.6	43.1	≤5.0	11.7	≤5.0	20.0	51.4	12.9
Wheaton HS	1554	59.2	40.8	≤5.0	12.1	26.4	50.7	≤5.0	8.4	≤5.0	18.9	47.6	11.1
Walt Whitman HS	1977	49.5	50.5	≤5.0	13.2	≤5.0	9.3	≤5.0	69.0	≤5.0	8.8	≤5.0	9.5
Thomas S. Wootton HS	2206	50.3	49.7	≤5.0	35.5	6.6	7.6	≤5.0	46.2	≤5.0	≤5.0	5.5	6.3

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

High Schools Other Information								
School Name	Ever FARMS[1]	Attendance Rate[1 2 3]	Graduation Rate[1 2 3]	Dropout Rate[1 2 3]	Mobility Rate[1 2 3]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Bethesda-Chevy Chase HS	20.6	94.2	≥95.0	≤5.0	7.4	15.3	26.7	29.9
Montgomery Blair HS	55.0	93.6	87.4	7.2	12.0	13.7	23.3	25.0
James Hubert Blake HS	55.2	94.3	90.3	6.6	11.4	13.0	25.8	26.2
Winston Churchill HS	9.7	94.6	≥95.0	≤5.0	≤5.0	12.6	26.6	29.1
Clarksburg HS	49.6	93.7	93.4	≤5.0	9.3	13.1	27.2	27.0
Damascus HS	26.5	92.9	94.8	≤5.0	8.4	12.1	26.0	26.6
Thomas Edison HS of Technology	74.3	--	--	--	--	18.6	--	14.2
Albert Einstein HS	67.9	91.7	82.6	11.1	13.4	10.4	26.4	25.4
Gaithersburg HS	67.2	90.9	77.6	11.2	18.7	10.9	24.4	24.7
Walter Johnson HS	17.3	94.8	≥95.0	≤5.0	7.4	13.8	27.1	28.7
John F. Kennedy HS	79.2	92.0	79.3	8.2	15.4	10.3	23.4	24.5
Col. Zadok Magruder HS	52.3	93.5	90.2	5.9	12.5	12.1	26.9	26.1
Richard Montgomery HS	35.9	94.6	90.4	6.0	10.0	14.2	26.2	27.5
Northwest HS	43.6	94.0	94.5	≤5.0	9.5	14.0	24.8	28.5
Northwood HS	74.1	91.0	81.0	11.0	17.3	10.9	27.5	23.9
Paint Branch HS	60.5	95.0	90.4	6.0	11.4	12.7	25.2	26.0
Poolesville HS	14.9	94.5	≥95.0	≤5.0	≤5.0	14.3	27.6	27.5
Quince Orchard HS	38.7	93.5	92.5	≤5.0	10.1	13.5	26.2	26.0
Rockville HS	50.7	94.2	85.3	6.6	11.0	9.5	24.1	25.1
Seneca Valley HS	63.7	92.6	84.2	9.9	17.0	10.1	23.5	22.5
Sherwood HS	27.7	94.2	91.8	≤5.0	7.0	13.2	24.5	26.9
Springbrook HS	66.3	93.6	84.9	7.2	9.0	12.6	24.5	26.1
Watkins Mill HS	75.1	91.7	90.8	≤5.0	16.5	11.0	23.1	25.0
Wheaton HS	73.4	91.8	82.8	11.0	16.1	11.7	26.8	25.3
Walt Whitman HS	≤5.0	94.7	≥95.0	≤5.0	10.1	13.6	28.2	27.8
Thomas S. Wootton HS	11.4	≥95.0	≥95.0	≤5.0	≤5.0	15.1	27.4	27.8

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2014–2015 school year.

[3] Students are officially enrolled at their home school and therefore the indicated measures are not calculated (--) for the Thomas Edison High School of Technology.

Special Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Alternative Programs	110	67.3	32.7	≤5.0	≤5.0	47.3	37.3	≤5.0	10.9	≤5.0	9.1	76.4	17.3
Stephen Knolls School	85	63.5	36.5	≤5.0	7.1	29.4	36.5	≤5.0	24.7	≤5.0	≤5.0	35.3	≥95.0
Longview School	52	46.2	53.8	≤5.0	13.5	25.0	25.0	≤5.0	34.6	≤5.0	≤5.0	25.0	≥95.0
RICA	107	71.0	29.0	≤5.0	5.6	25.2	19.6	≤5.0	45.8	≤5.0	≤5.0	42.1	94.4
Rock Terrace School	87	83.9	16.1	≤5.0	6.9	33.3	17.2	≤5.0	35.6	6.9	5.7	35.6	≥95.0
Carl Sandburg Learning Center	89	92.1	7.9	≤5.0	7.9	29.2	34.8	≤5.0	25.8	≤5.0	34.8	38.2	≥95.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

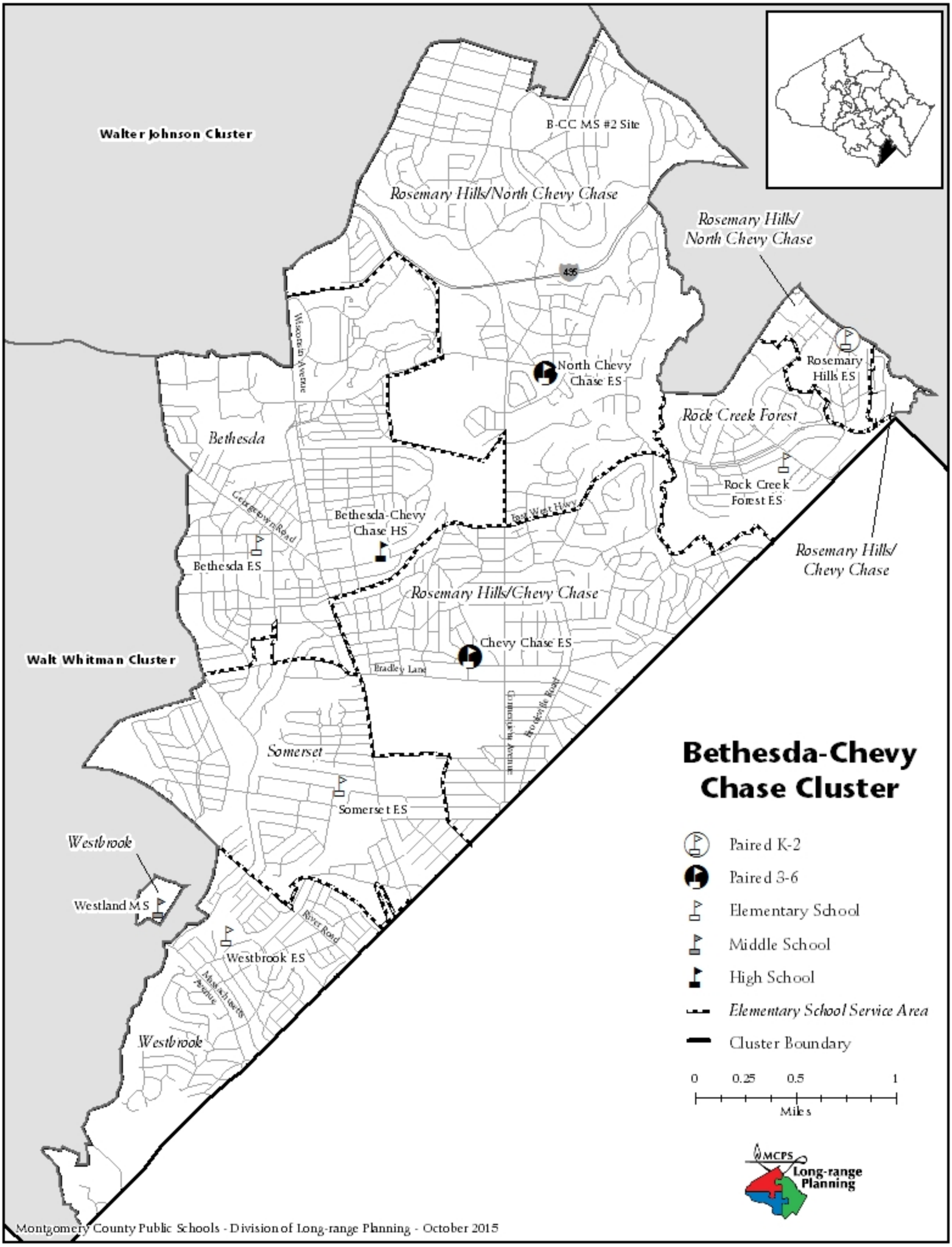
Special Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Graduation Rate[1] [2]	Dropout Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio
Alternative Programs	92.7	69.5	30.0	56.0	≥95.0	2.6
Stephen Knolls School	54.1	81.6	--	--	21.6	1.6
Longview School	46.2	84.3	--	--	15.8	1.5
RICA	55.1	87.2	50.0	16.7	69.5	2.2
Rock Terrace School	48.3	92.7	≤5.0	6.3	9.7	1.9
Carl Sandburg Learning Center	50.6	93.8			19.2	1.5

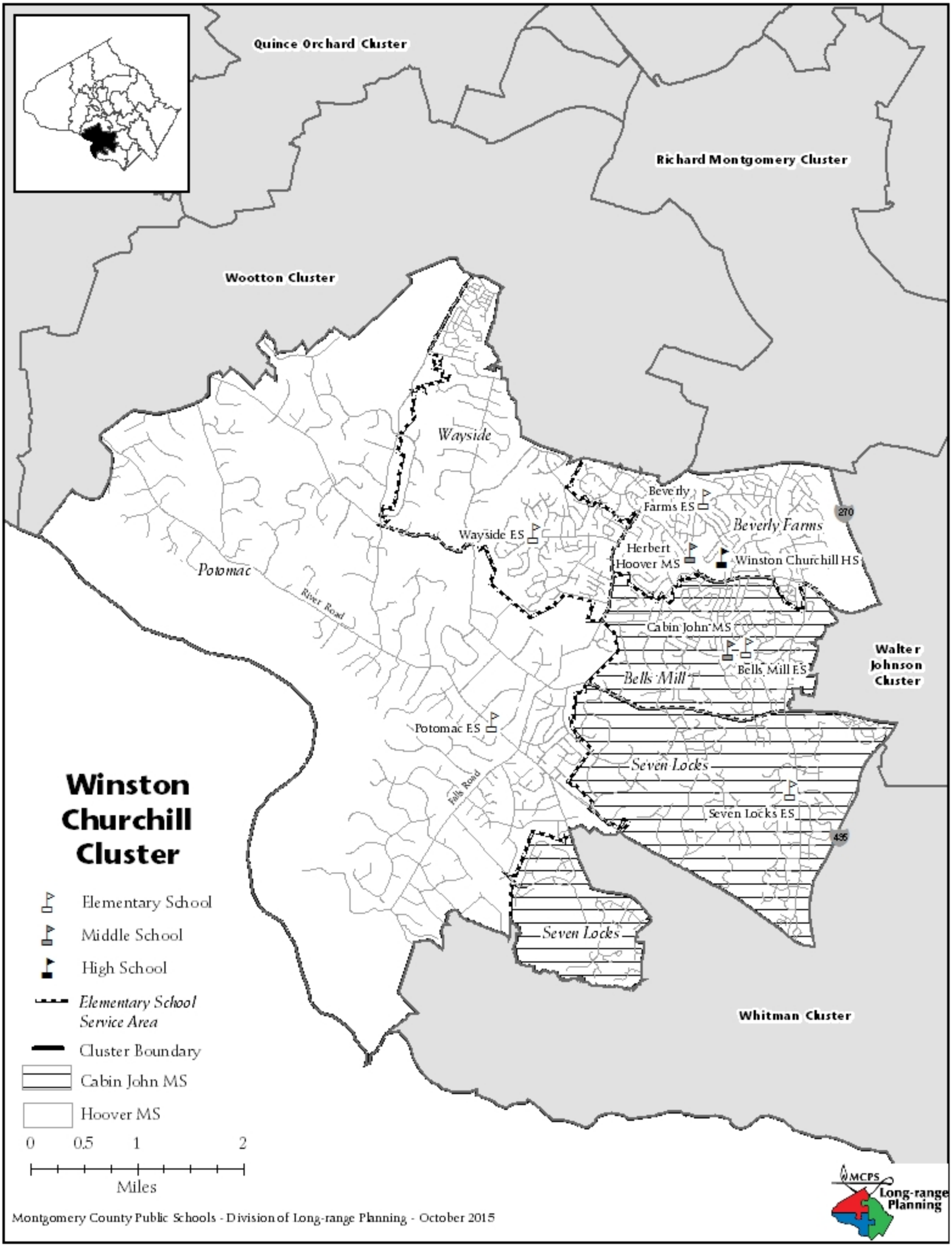
[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

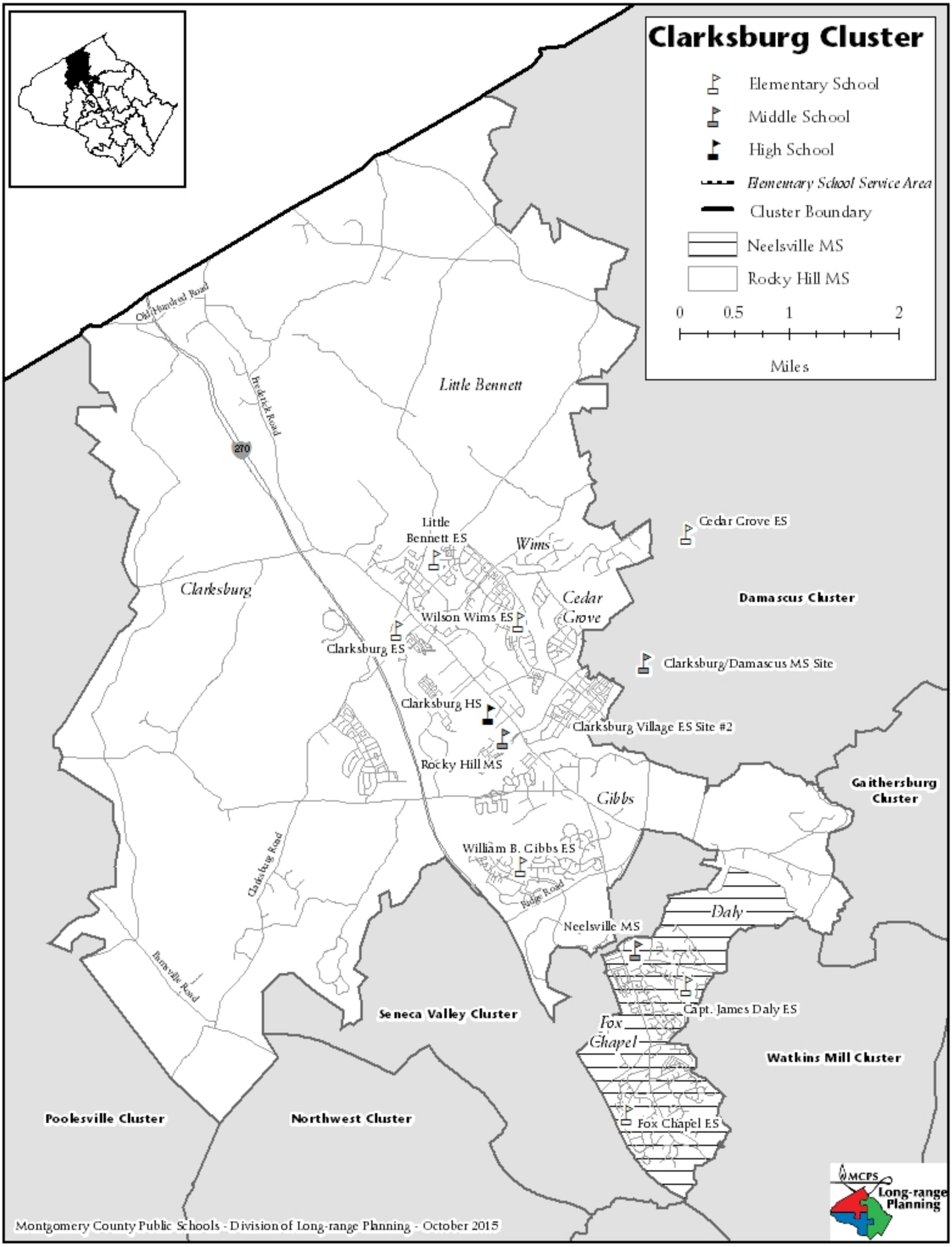
[2] Outcome data reflect 2014–2015 school year.

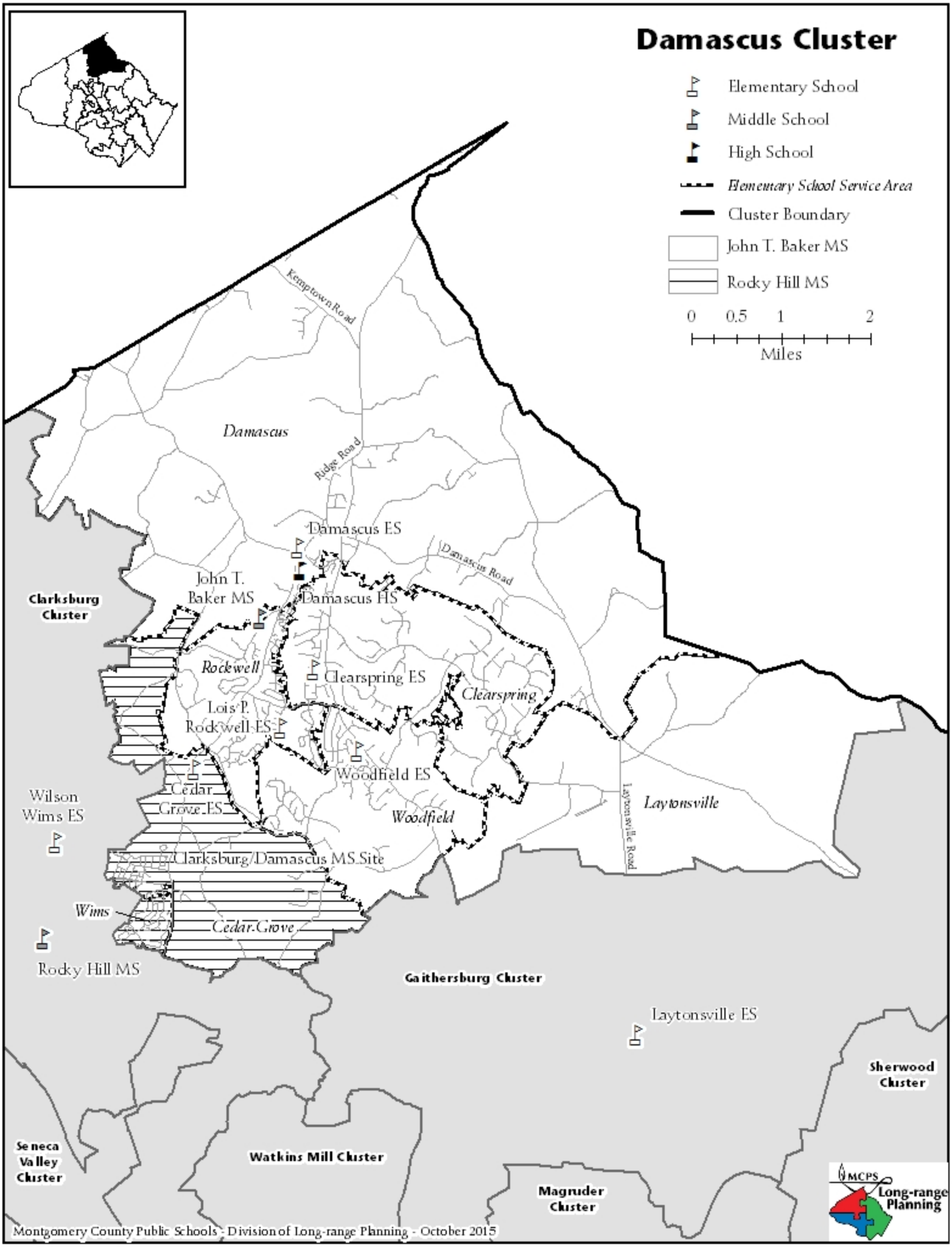
SECTION VIII

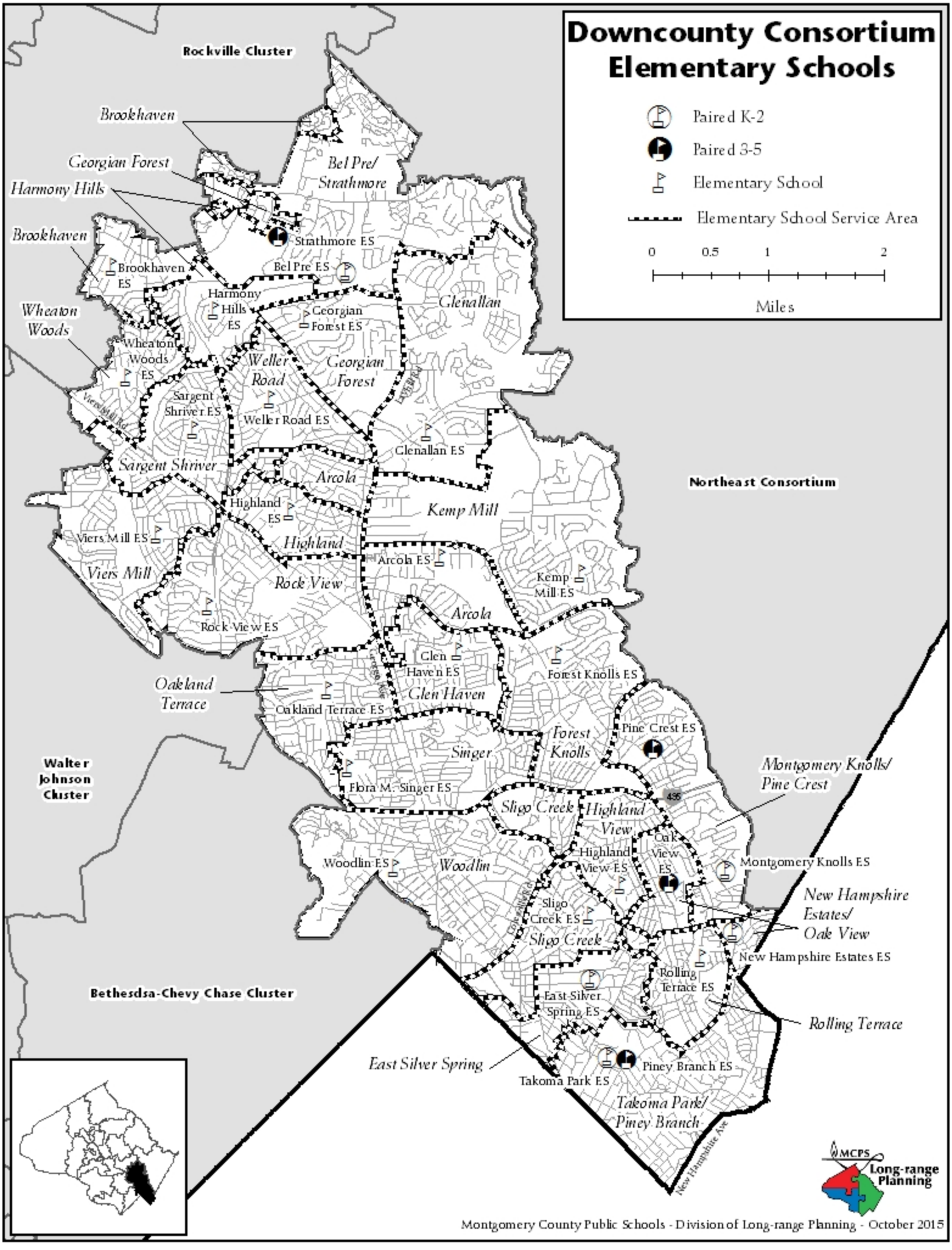
HIGH SCHOOL CLUSTER MAPS

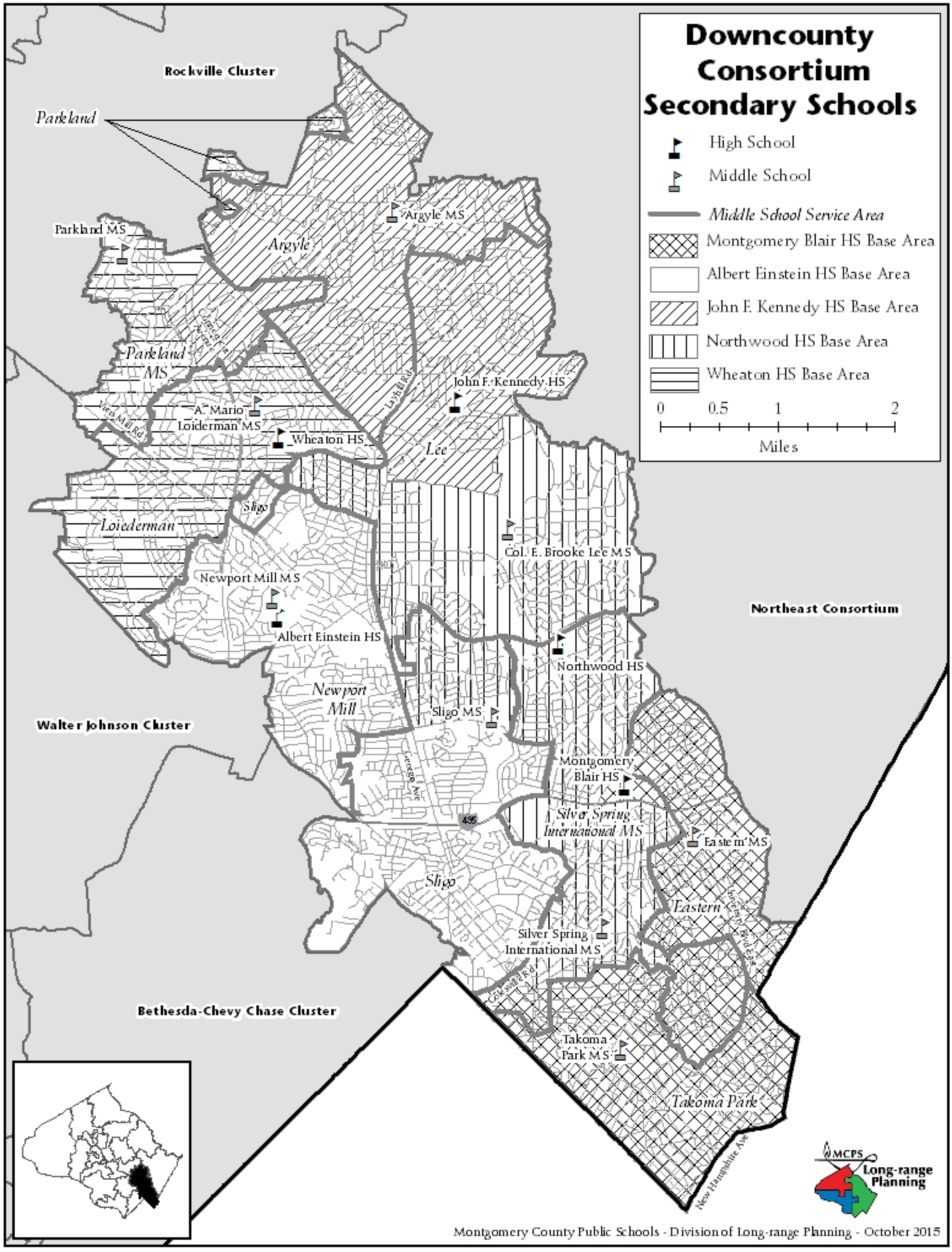

Walter Johnson Cluster
B-CC MS #2 Site
Rosemary Hills/North Chevy Chase
Rosemary Hills/
North Chevy Chase
495
Wisconsin Avenue
North Chevy
Chase ES
Rosemary
Hills ES
Rock Creek Forest
Bethesda
Georgetown Road
Rock Creek
Forest ES
Bethesda-Chevy
Chase HS
Bethesda ES
Rosemary Hills/
Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Walt Whitman Cluster
Bradley Lane
Connecticut Avenue
Brookville Road
Somerset
Somerset ES
Westbrook
Westland MS
River Road
Westbrook ES
Massachusetts Avenue
Westbrook
Bethesda-Chevy
Chase Cluster
Paired K-2
Paired 3-6
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.25
0.5
1
Miles
MCPS
Long-range
Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

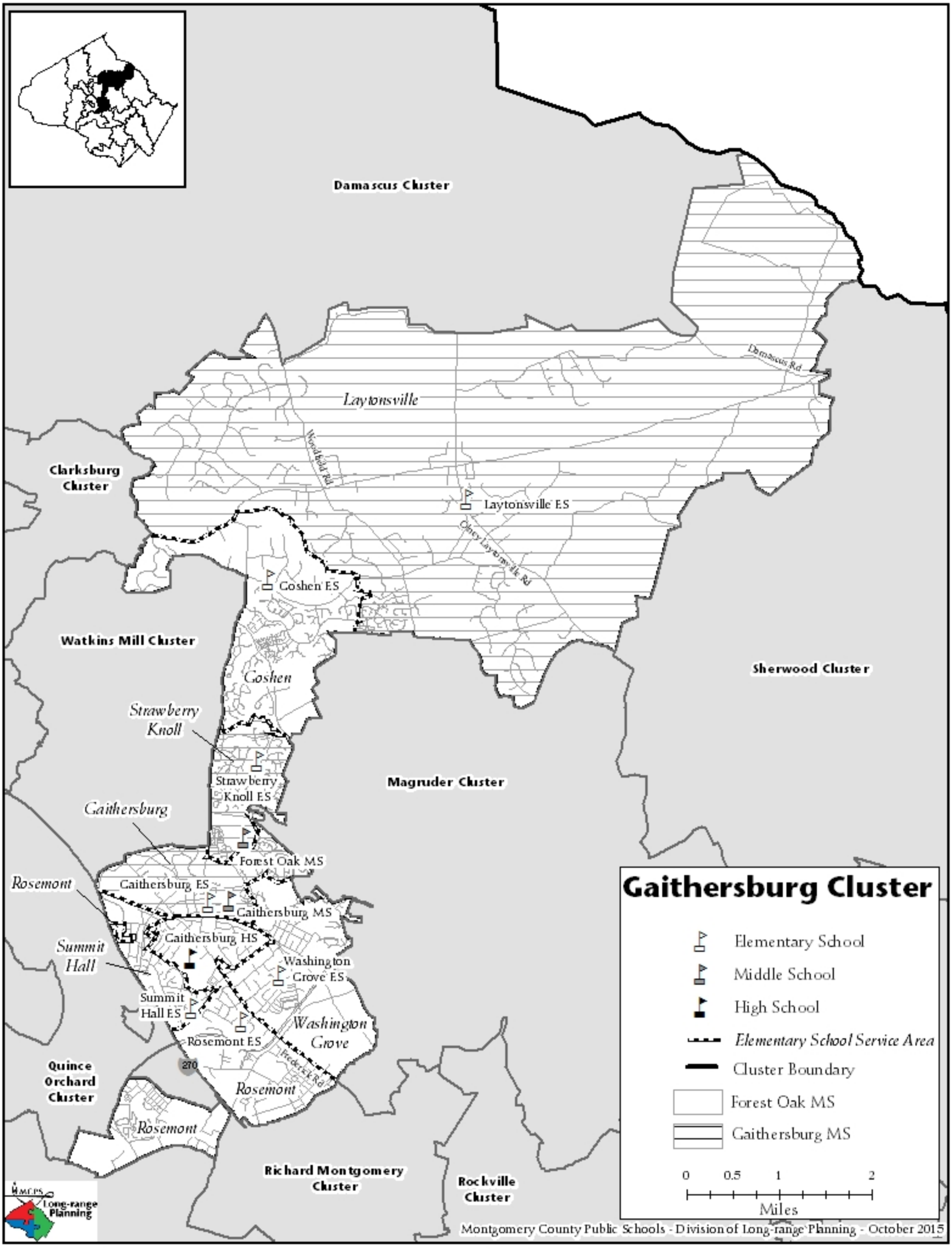

Quince Orchard Cluster
Richard Montgomery Cluster
Wootton Cluster
Walter Johnson Cluster
Whitman Cluster
Wayside
Potomac
River Road
Falls Road
Bells Mill
Seven Locks
Beverly Farms
Beverly Farms ES
Wayside ES
Herbert Hoover MS
Winston Churchill HS
Cabin John MS
Bells Mill ES
Potomac ES
Seven Locks ES
270
495
Winston Churchill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Hoover MS
0 0.5 1 2
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

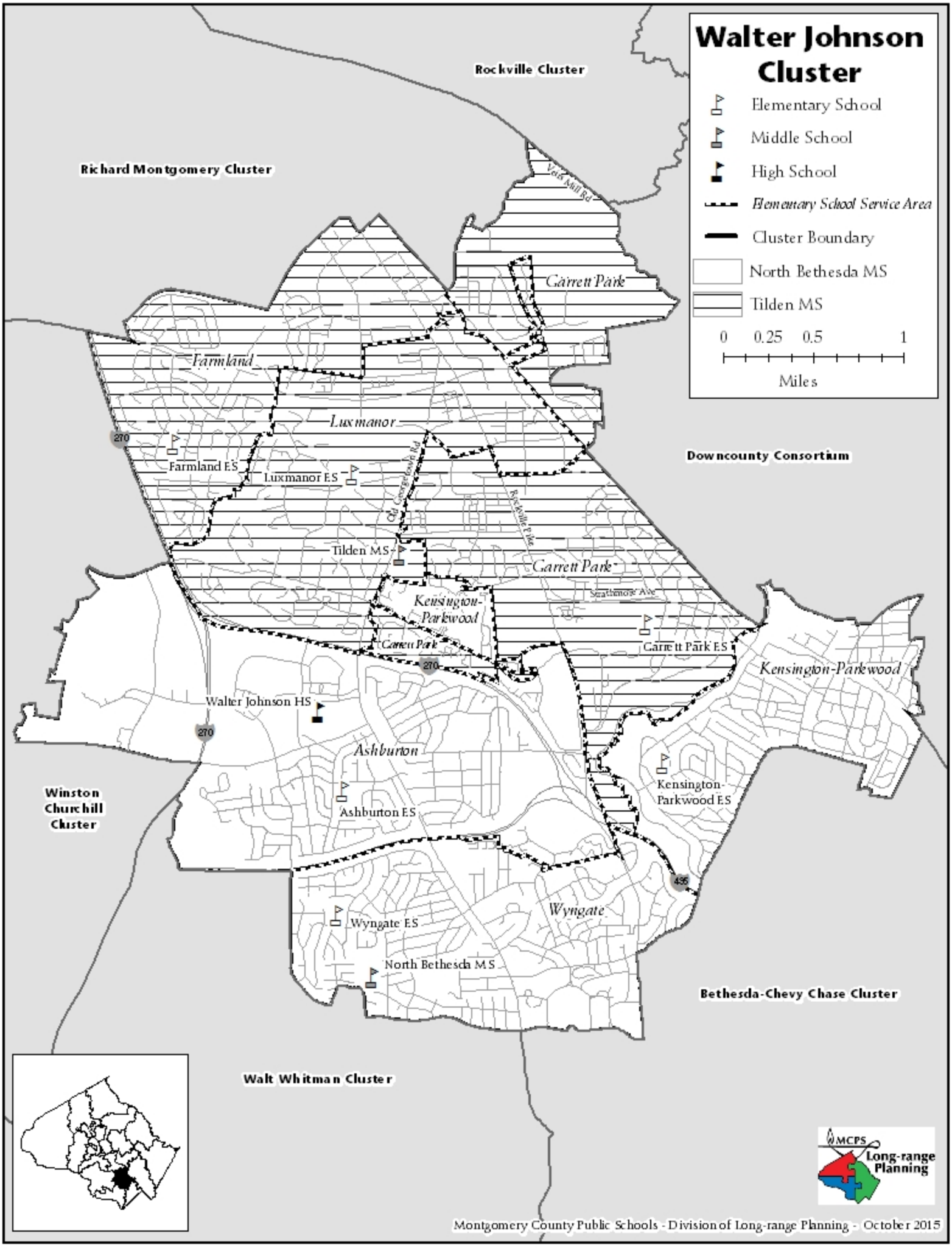

Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0 0.5 1 2
Miles
Old Hundred Road
Frederick Road
270
Little Bennett
Little Bennett ES
Wims
Cedar Grove ES
Clarksburg
Cedar Grove
Damascus Cluster
Wilson Wims ES
Clarksburg ES
Clarksburg/Damascus MS Site
Clarksburg HS
Clarksburg Village ES Site #2
Rocky Hill MS
Gaithersburg Cluster
Gibbs
William B. Gibbs ES
Clarksburg Road
Ridge Road
Daly
Neelsville MS
Capt. James Daly ES
Seneca Valley Cluster
Fox Chapel
Watkins Mill Cluster
Poolesville Cluster
Northwest Cluster
Fox Chapel ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

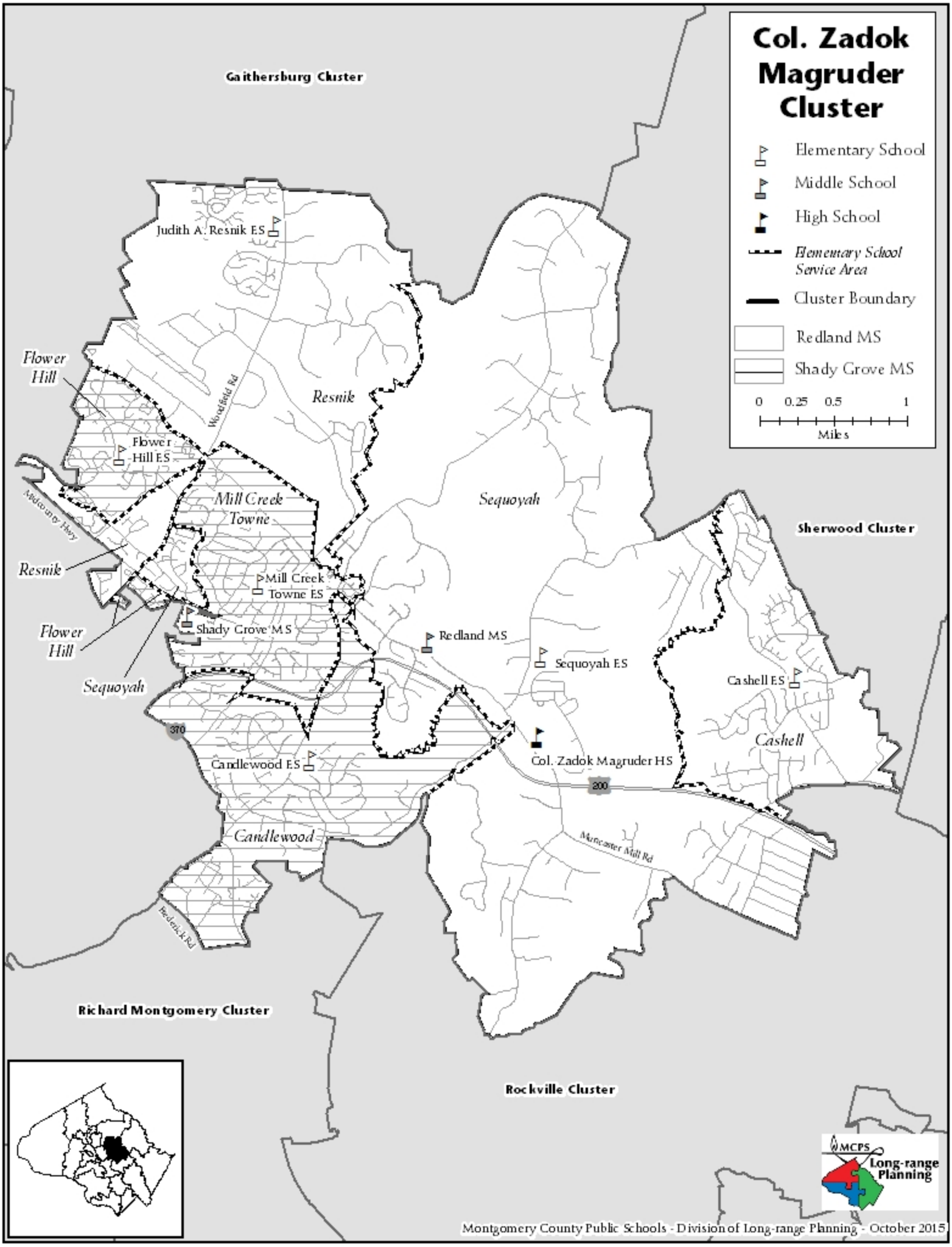

Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
John T. Baker MS
Rocky Hill MS
0 0.5 1 2
Miles
Kemptown Road
Damascus
Ridge Road
Damascus ES
Damascus Road
John T. Baker MS
Damascus HS
Clarksburg Cluster
Rockwell
Clearspring ES
Clearspring
Lois P. Rockwell ES
Woodfield ES
Cedar Grove ES
Wilson Wims ES
Woodfield
Laytonsville
Laytonsville Road
Clarksburg/Damascus MS Site
Wims
Cedar Grove
Rocky Hill MS
Gaithersburg Cluster
Laytonsville ES
Sherwood Cluster
Seneca Valley Cluster
Watkins Mill Cluster
Magruder Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

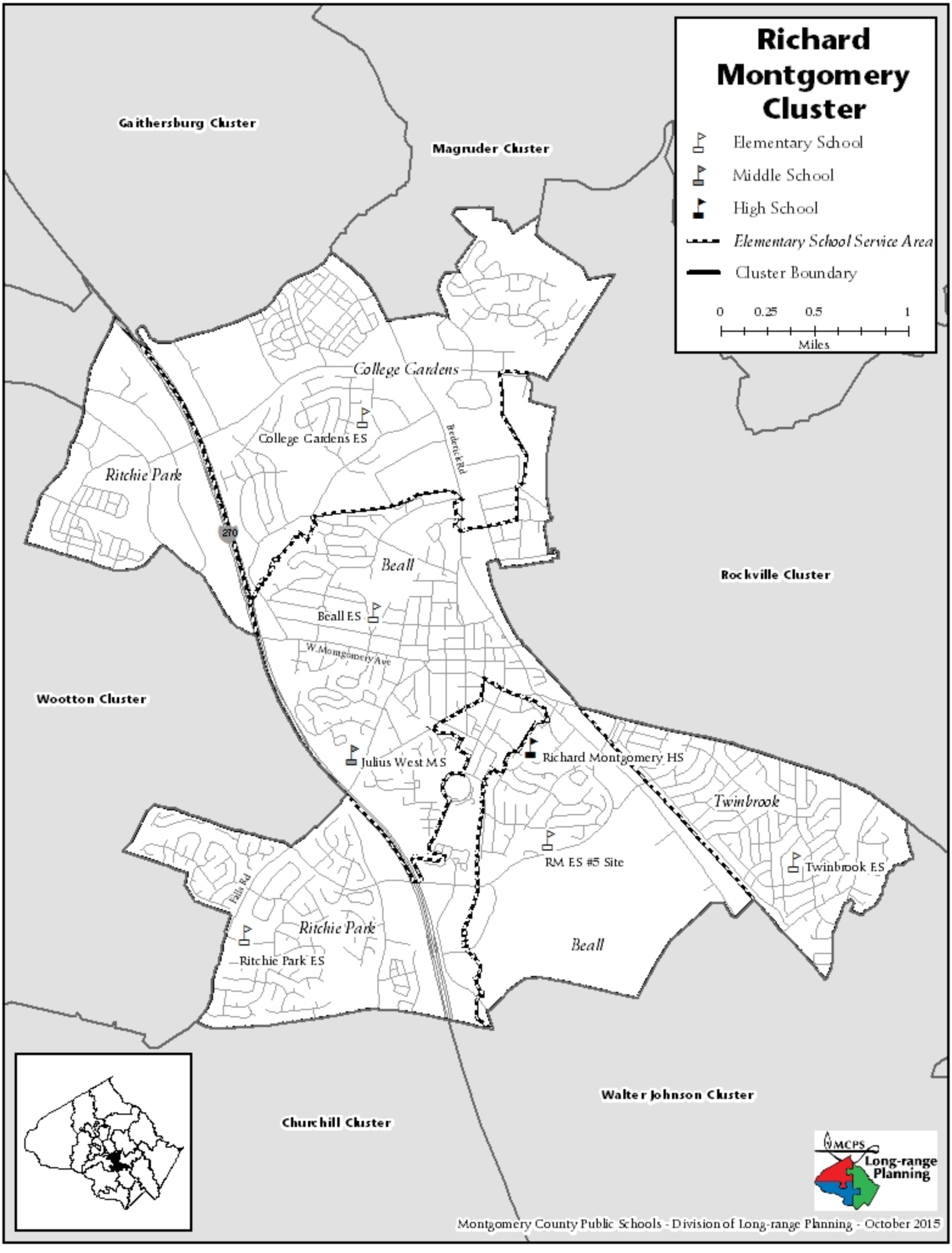

Downcounty Consortium Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0
0.5
1
2
Miles
Rockville Cluster
Brookhaven
Georgian Forest
Harmony Hills
Brookhaven
Wheaton Woods
Bel Pre/ Strathmore
Strathmore ES
Bel Pre ES
Brookhaven ES
Harmony Hills ES
Georgian Forest ES
Glenallan
Wheaton Woods ES
Weller Road
Georgian Forest
Sargent Shriver ES
Weller Road ES
Glenallan ES
Sargent Shriver
Arcola
Northeast Consortium
Highland ES
Kemp Mill
Viers Mill ES
Highland
Arcola ES
Viers Mill
Rock View
Kemp Mill ES
Arcola
Rock View ES
Glen Haven ES
Forest Knolls ES
Oakland Terrace
Glen Haven
Oakland Terrace ES
Forest Knolls
Pine Crest ES
Singer
Walter Johnson Cluster
Flora M. Singer ES
Montgomery Knolls/ Pine Crest
Sligo Creek
Highland View
Oak View ES
Highland View ES
Woodlin ES
Woodlin
Montgomery Knolls ES
Sligo Creek ES
New Hampshire Estates/ Oak View
Sligo Creek
New Hampshire Estates ES
Rolling Terrace ES
East Silver Spring ES
Bethesdsa-Chevy Chase Cluster
Rolling Terrace
East Silver Spring
Piney Branch ES
Takoma Park ES
Takoma Park/ Piney Branch
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

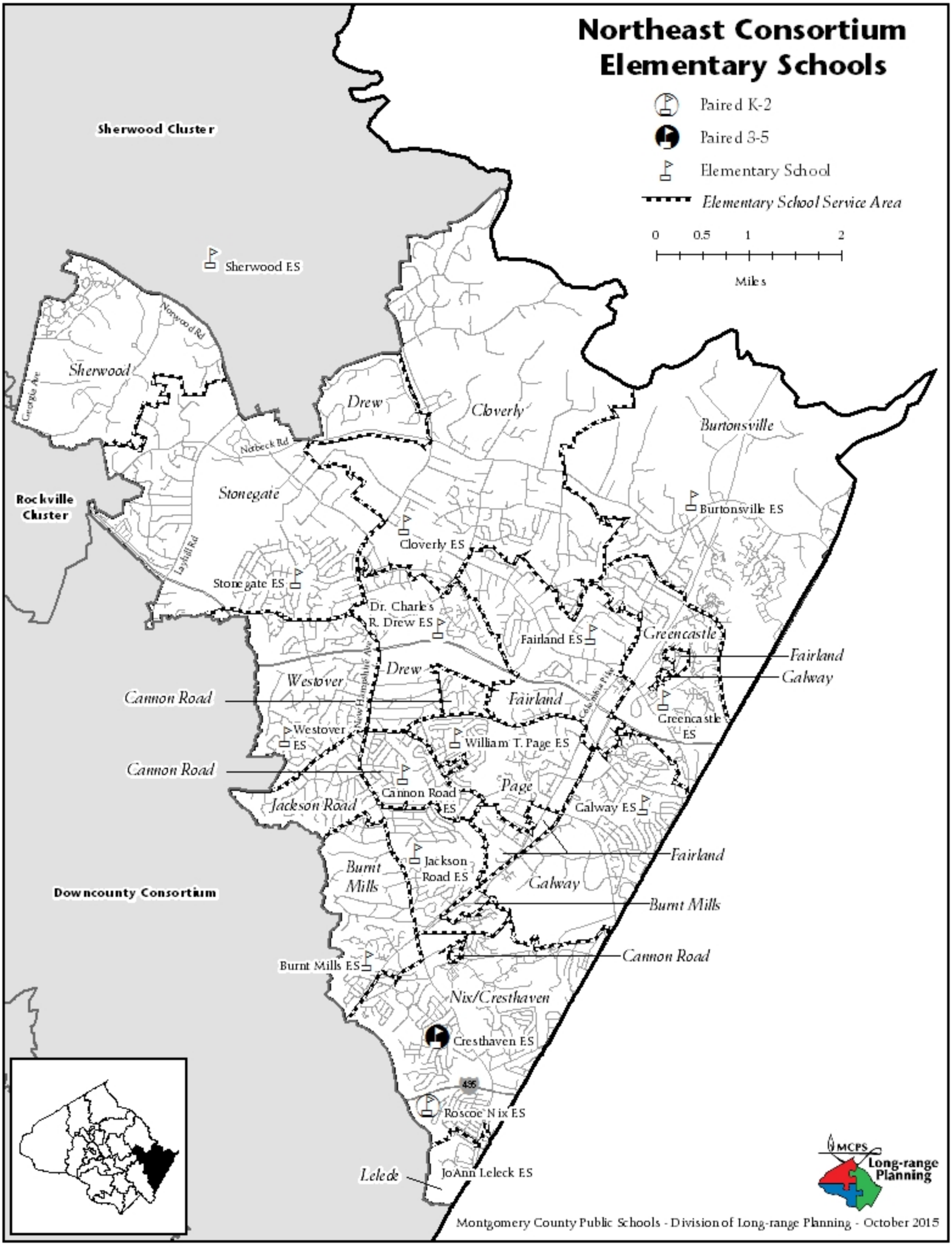

Downcounty Consortium Secondary Schools
High School
Middle School
Middle School Service Area
Montgomery Blair HS Base Area
Albert Einstein HS Base Area
John F. Kennedy HS Base Area
Northwood HS Base Area
Wheaton HS Base Area
0 0.5 1 2
Miles
Rockville Cluster
Parkland
Parkland MS
Argyle MS
Argyle
Parkland MS
A. Mario Loiderman MS
Wheaton HS
John F. Kennedy HS
Lee
Sligo
Loiederman
Col. E. Brooke Lee MS
Newport Mill MS
Albert Einstein HS
Northeast Consortium
Northwood HS
Newport Mill
Sligo MS
Walter Johnson Cluster
Montgomery Blair HS
Silver Spring International MS
Eastern MS
Sligo
Eastern
Silver Spring International MS
Bethesda-Chevy Chase Cluster
Takoma Park MS
Takoma Park
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

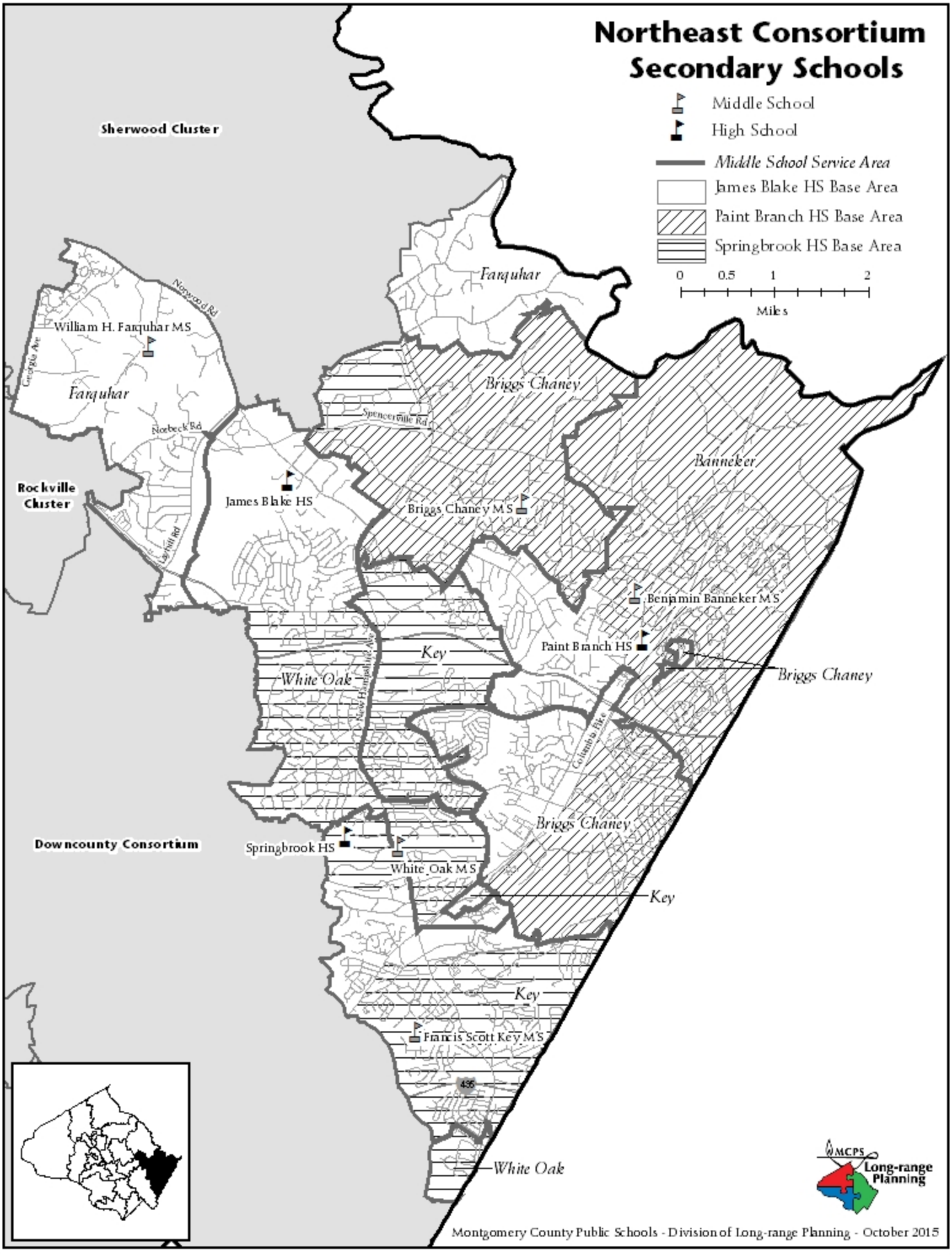

Damascus Cluster
Clarksburg Cluster
Watkins Mill Cluster
Sherwood Cluster
Magruder Cluster
Quince Orchard Cluster
Richard Montgomery Cluster
Rockville Cluster
Laytonsville
Goshen
Strawberry Knoll
Gaithersburg
Rosemont
Summit Hall
Washington Grove
Rosemont
Damascus Rd
Woodfield Rd
Olney Laytonsville Rd
Frederick Rd
270
Laytonsville ES
Goshen ES
Strawberry Knoll ES
Forest Oak MS
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Washington Grove ES
Summit Hall ES
Rosemont ES
Gaithersburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Forest Oak MS
Gaithersburg MS
0 0.5 1 2
Miles
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

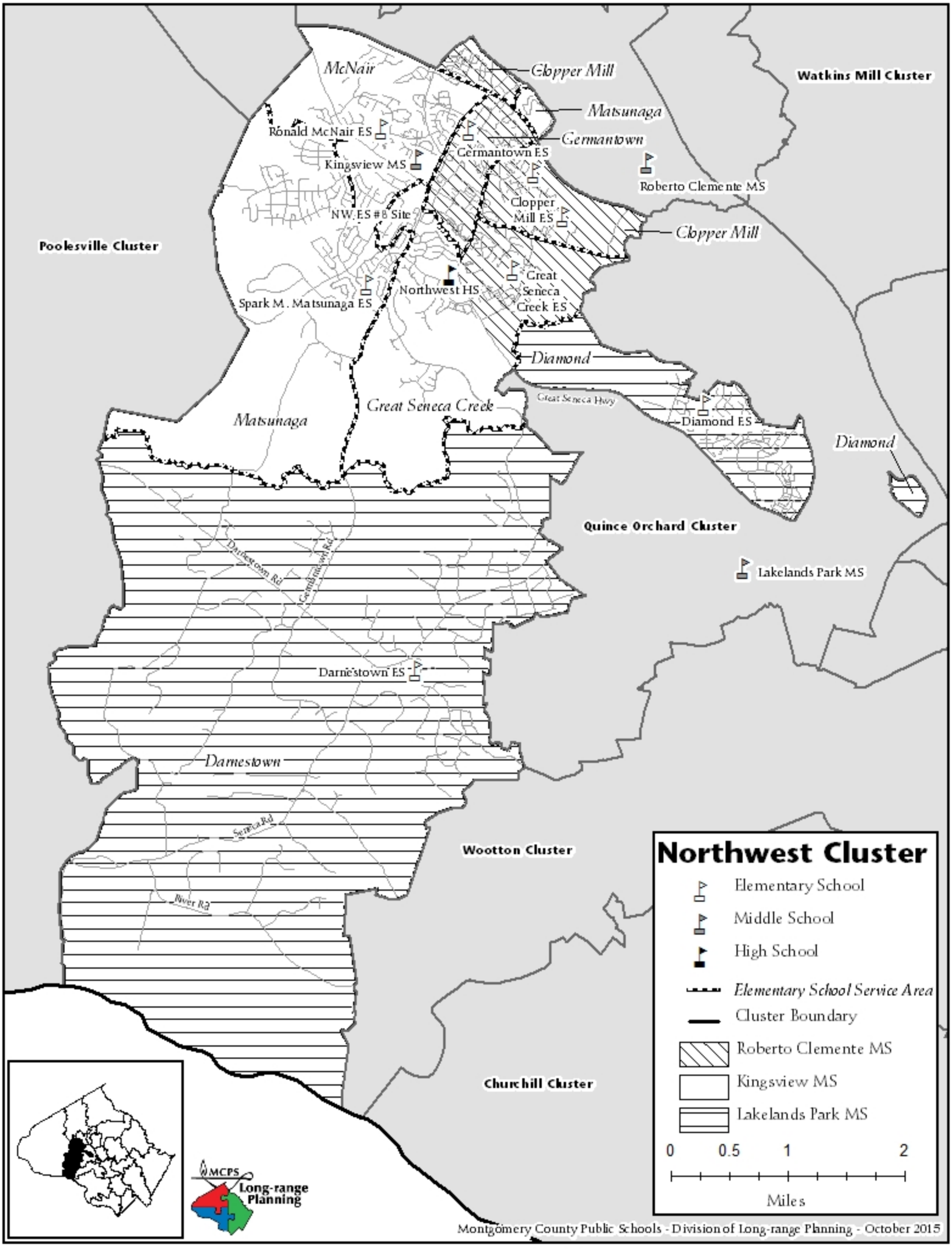

Walter Johnson Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
North Bethesda MS
Tilden MS
0 0.25 0.5 1
Miles
Rockville Cluster
Richard Montgomery Cluster
Downcounty Consortium
Winston Churchill Cluster
Walt Whitman Cluster
Bethesda-Chevy Chase Cluster
Veirs Mill Rd
Garrett Park
Farmland
Luxmanor
Farmland ES
Luxmanor ES
Old Georgetown Rd
Rockville Pike
Tilden MS
Garrett Park
Strathmore Ave
Kensington-Parkwood
Garrett Park ES
Kensington-Parkwood
Kensington-Parkwood ES
Walter Johnson HS
Ashburton
Ashburton ES
Wyngate
Wyngate ES
North Bethesda MS
270
270
270
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

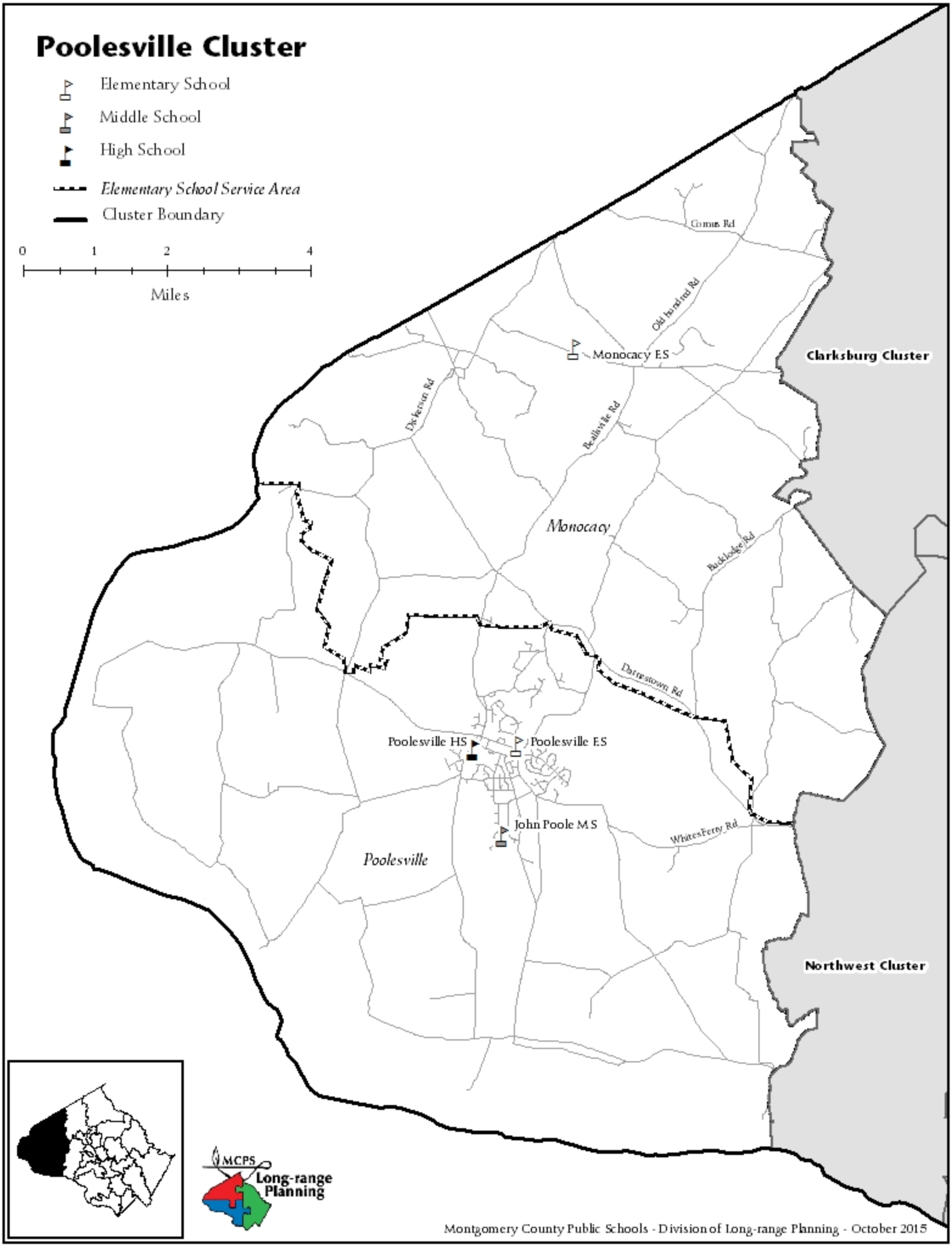

Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Redland MS
Shady Grove MS
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Judith A. Resnik ES
Flower Hill
Woodfield Rd
Resnik
Flower Hill ES
Mill Creek Towne
Sequoyah
Sherwood Cluster
Midcounty Hwy
Resnik
Mill Creek Towne ES
Shady Grove MS
Redland MS
Sequoyah ES
Flower Hill
Sequoyah
Cashell ES
Cashell
370
Candlewood ES
Col. Zadok Magruder HS
200
Candlewood
Muncaster Mill Rd
Frederick Rd
Richard Montgomery Cluster
Rockville Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

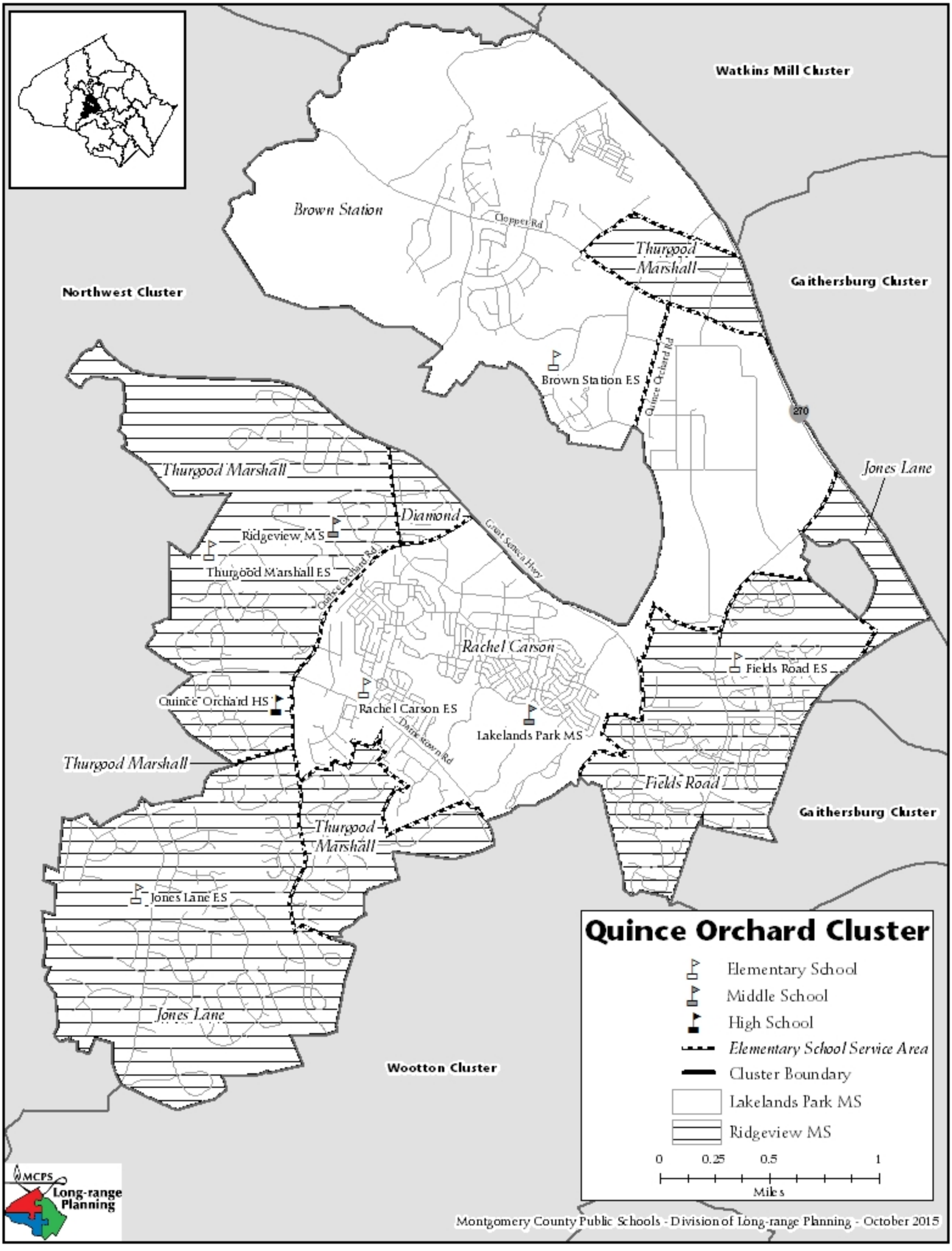

Richard Montgomery Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Wootton Cluster
Churchill Cluster
Walter Johnson Cluster
College Gardens
College Gardens ES
Ritchie Park
Beall
Beall ES
Julius West MS
Richard Montgomery HS
RM ES #5 Site
Twinbrook
Twinbrook ES
Ritchie Park ES
Frederick Rd
W Montgomery Ave
Ellis Rd
270
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

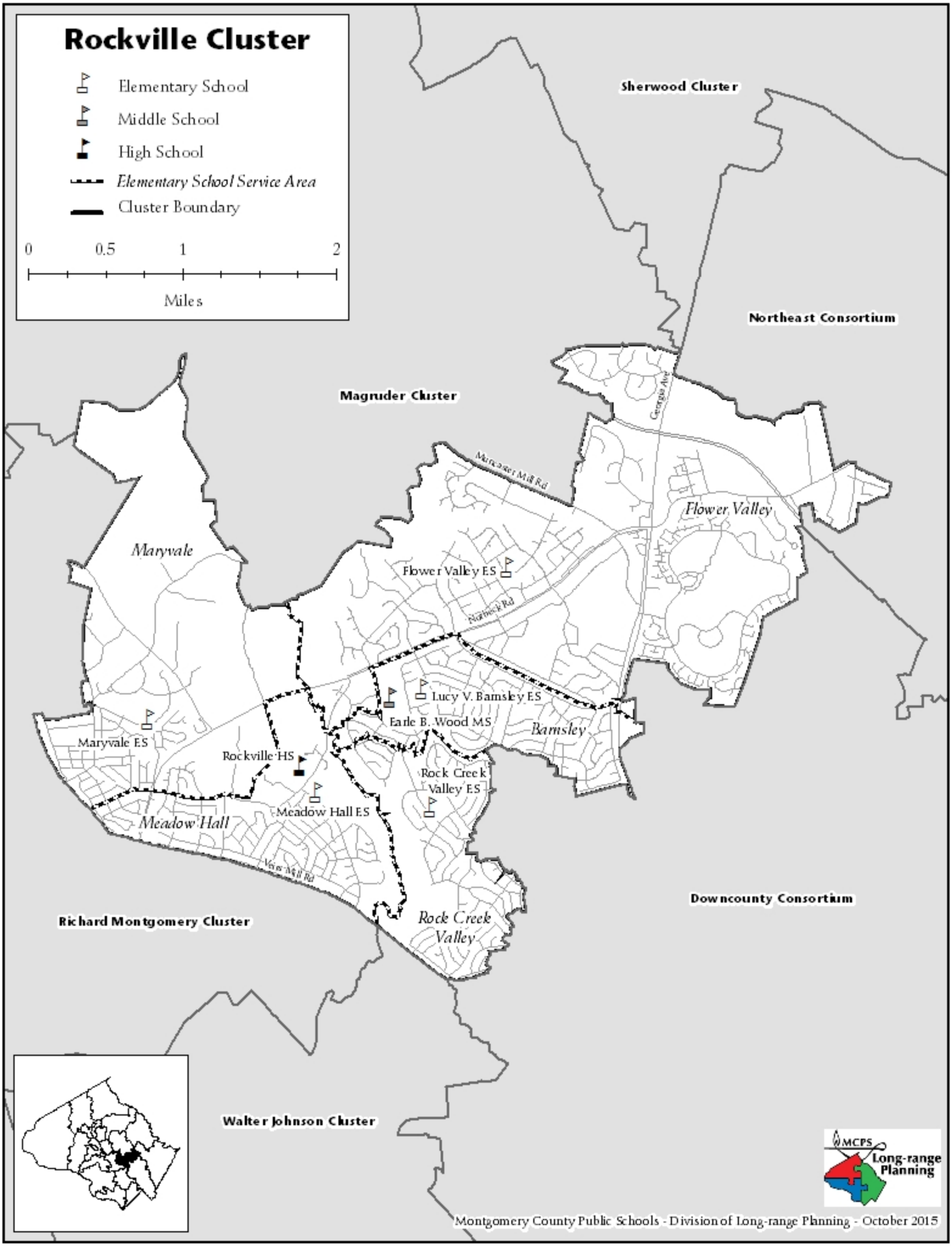

Northeast Consortium Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
Sherwood ES
Sherwood
Norwood Rd
Georgia Ave
Drew
Cloverly
Burtonsville
Burtonsville ES
Notbeck Rd
Stonegate
Layhill Rd
Cloverly ES
Stonegate ES
Dr. Charles R. Drew ES
Fairland ES
Greencastle
Fairland
Galway
Drew
Westover
Cannon Road
Fairland
New Hampshire Ave
Jackson Rd
Greencastle ES
Westover ES
William T. Page ES
Cannon Road
Cannon Road ES
Page
Jackson Road
Galway ES
Fairland
Jackson Road ES
Burnt Mills
Galway
Burnt Mills
Cannon Road
Burnt Mills ES
Nix/Cresthaven
Cresthaven ES
Roscoe Nix ES
Leleck
JoAnn Leleck ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

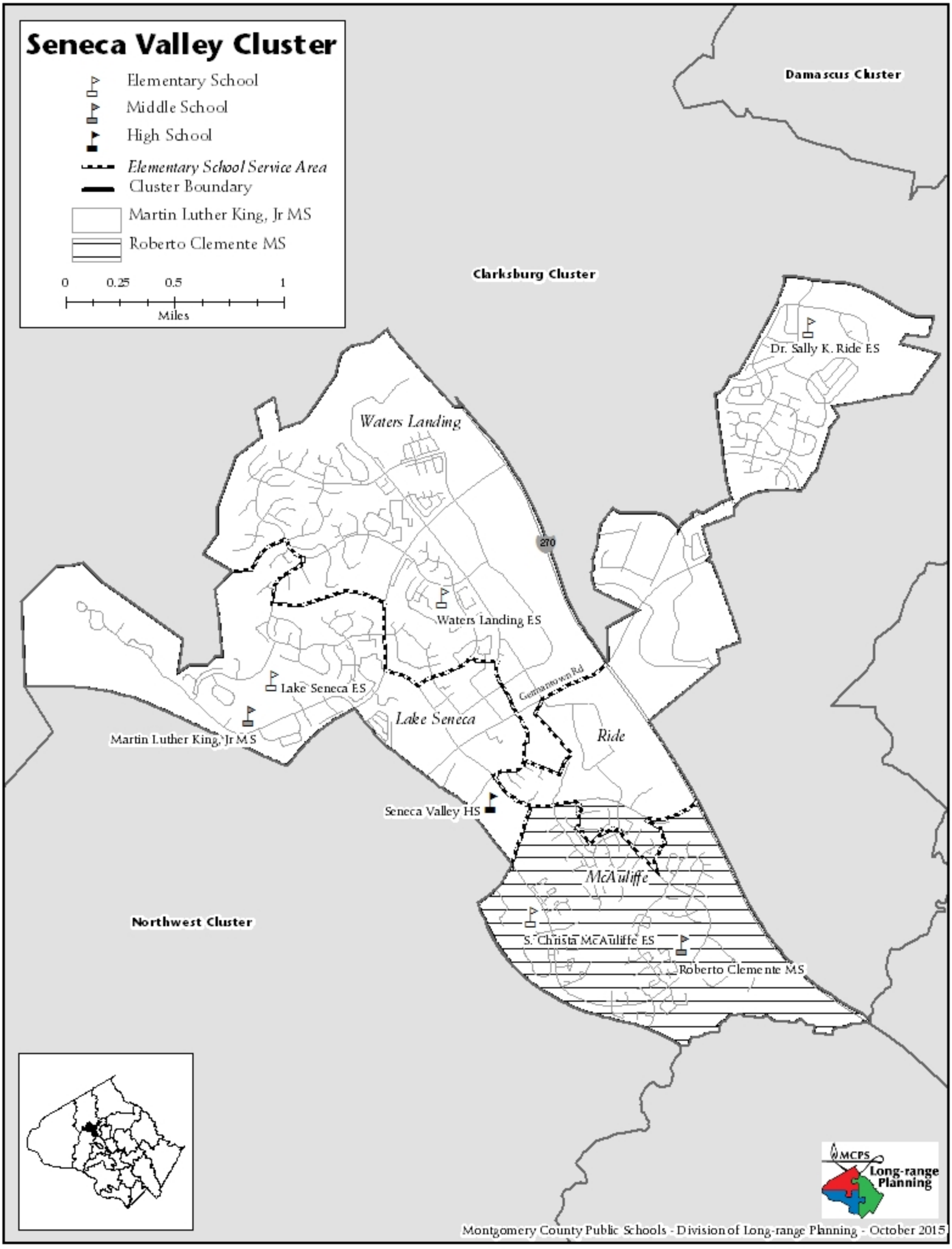

Northeast Consortium
Secondary Schools
Middle School
High School
Middle School Service Area
James Blake HS Base Area
Paint Branch HS Base Area
Springbrook HS Base Area
0 0.5 1 2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
William H. Farquhar MS
James Blake HS
Briggs Chaney MS
Benjamin Banneker MS
Paint Branch HS
Springbrook HS
White Oak MS
Francis Scott Key MS
Farquhar
Briggs Chaney
Banneker
Key
White Oak
Norwood Rd
Georgia Ave
Norbeck Rd
Spencerville Rd
Layhill Rd
New Hampshire Ave
Columbia Pike
435
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

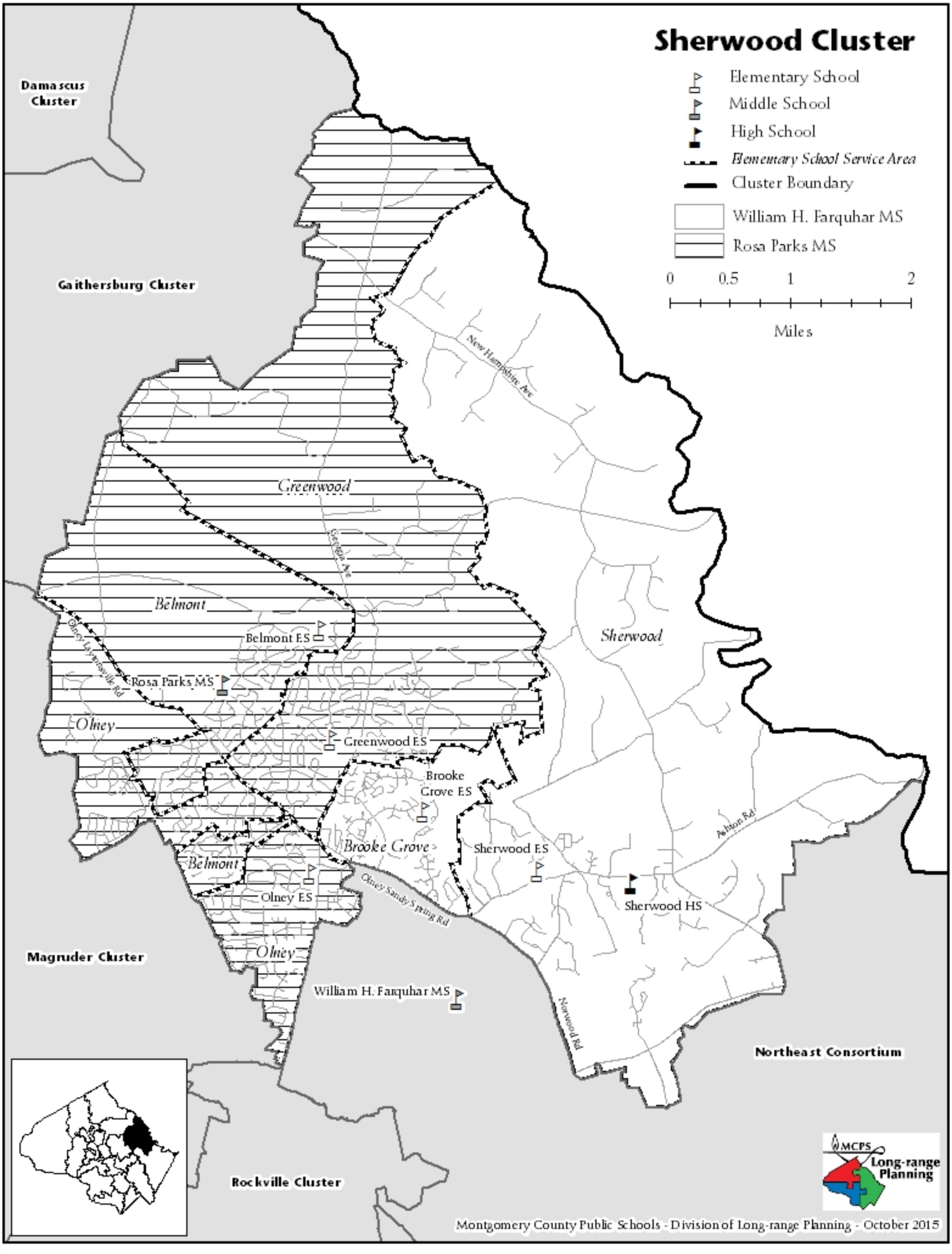

McNair
Clopper Mill
Watkins Mill Cluster
Matsunaga
Germantown
Ronald McNair ES
Germantown ES
Kingsview MS
Roberto Clemente MS
Clopper Mill ES
NW ES #8 Site
Clopper Mill
Poolesville Cluster
Great Seneca Creek ES
Northwest HS
Spark M. Matsunaga ES
Diamond
Great Seneca Hwy
Great Seneca Creek
Matsunaga
Diamond ES
Diamond
Quince Orchard Cluster
Darnestown Rd
Germantown Rd
Lakelands Park MS
Darnestown ES
Darnestown
Seneca Rd
Wootton Cluster
River Rd
Churchill Cluster
Northwest Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Roberto Clemente MS
Kingsview MS
Lakelands Park MS
0
0.5
1
2
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

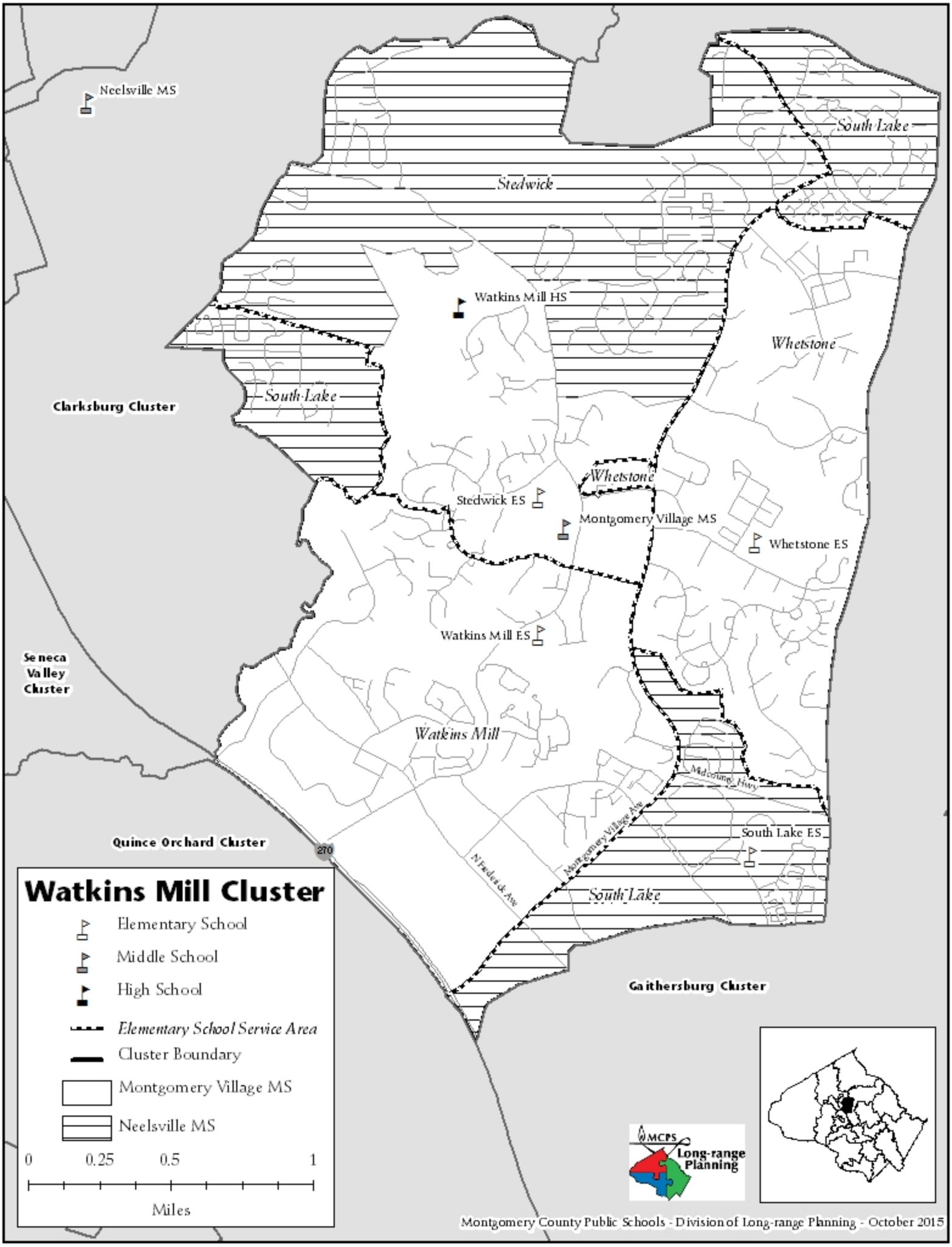

Poolesville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
1
2
4
Miles
Comus Rd
Old Hundred Rd
Monocacy ES
Clarksburg Cluster
Dickerson Rd
Beallsville Rd
Monocacy
Buckhodge Rd
Darnestown Rd
Poolesville HS
Poolesville ES
John Poole MS
Whites Ferry Rd
Poolesville
Northwest Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

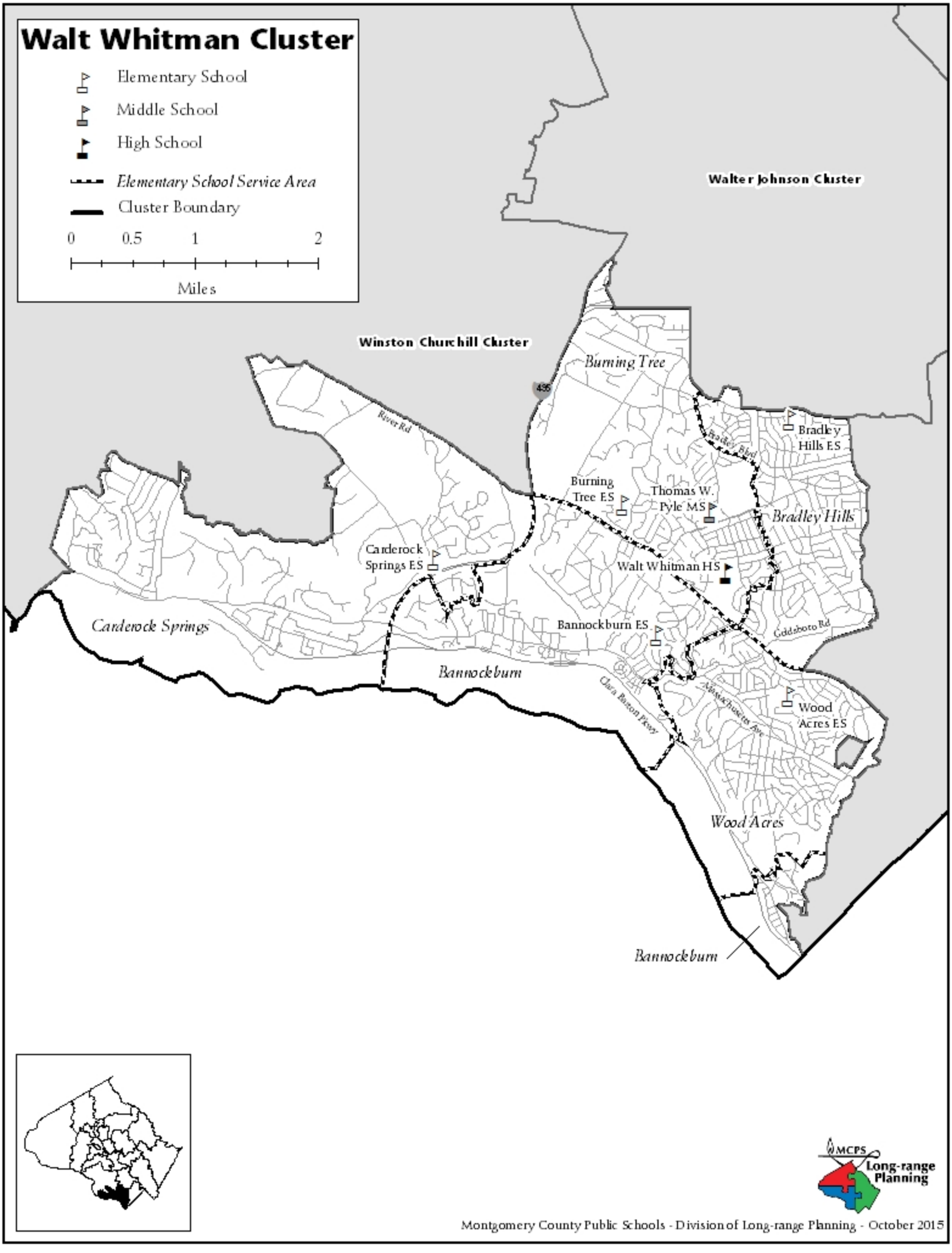

Watkins Mill Cluster
Brown Station
Clopper Rd
Thurgood Marshall
Gaithersburg Cluster
Northwest Cluster
Brown Station ES
Quince Orchard Rd
270
Jones Lane
Thurgood Marshall
Diamond
Ridgeview MS
Thurgood Marshall ES
Great Seneca Hwy
Quince Orchard Rd
Rachel Carson
Fields Road ES
Quince Orchard HS
Rachel Carson ES
Lakelands Park MS
Darnestown Rd
Thurgood Marshall
Fields Road
Gaithersburg Cluster
Thurgood Marshall
Jones Lane ES
Jones Lane
Wootton Cluster
Quince Orchard Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Lakelands Park MS
Ridgeview MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

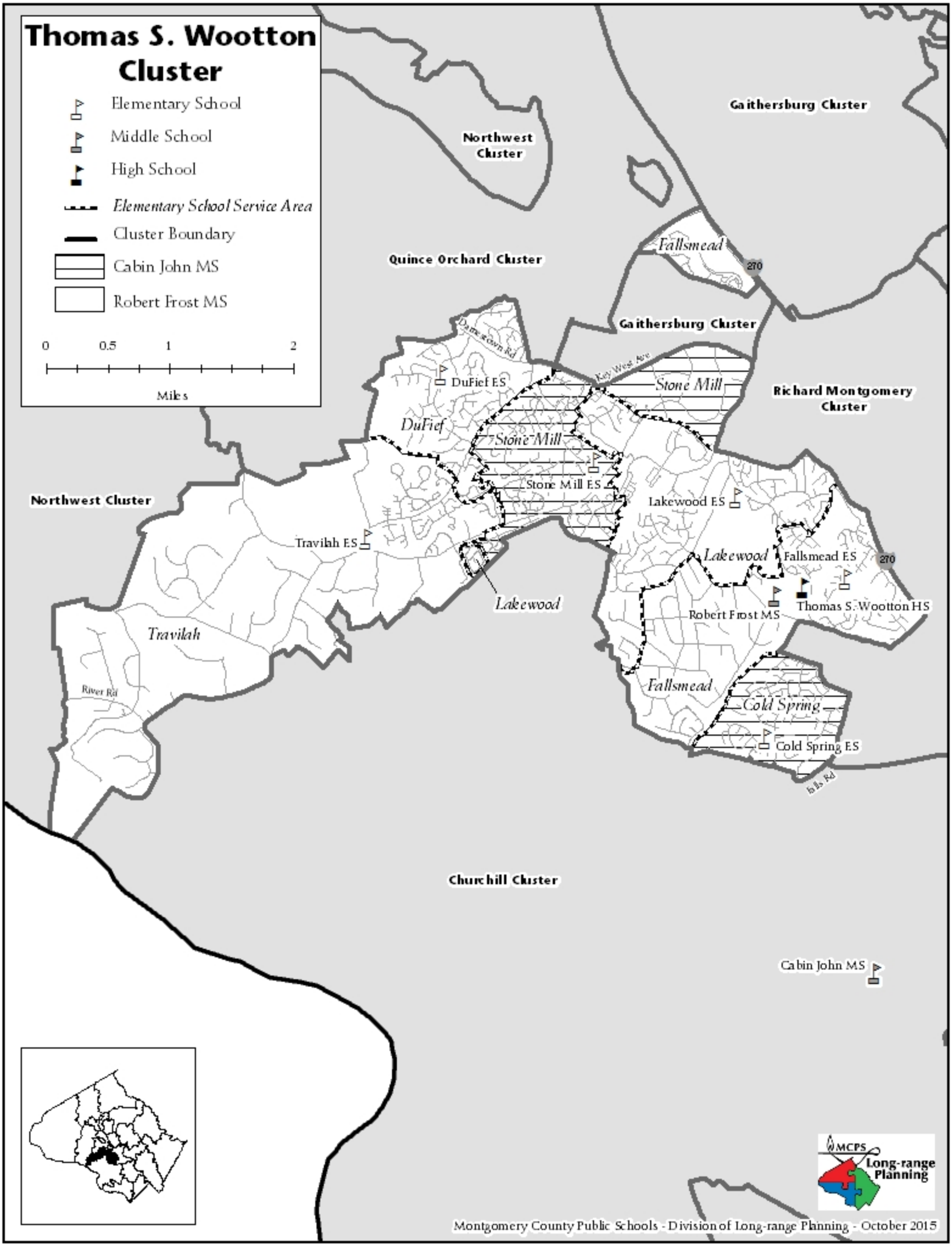

Rockville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Sherwood Cluster
Northeast Consortium
Magruder Cluster
Georgia Ave
Norbeck Rd
Flower Valley
Flower Valley ES
Maryvale
Lucy V. Barnsley ES
Earle B. Wood MS
Barnsley
Maryvale ES
Rockville HS
Rock Creek Valley ES
Meadow Hall ES
Meadow Hall
Rock Creek Valley
Downcounty Consortium
Richard Montgomery Cluster
Walter Johnson Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

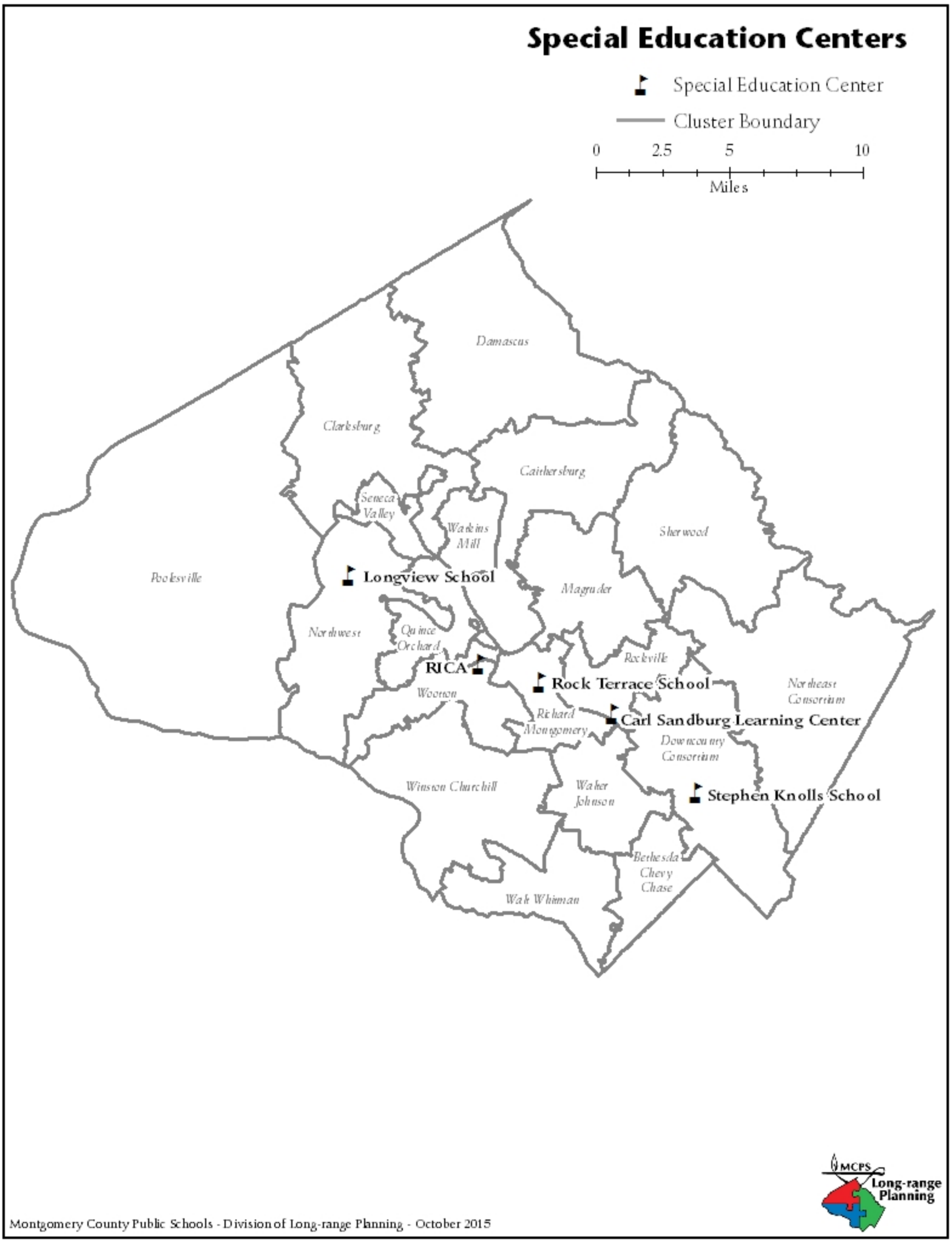

Seneca Valley Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Martin Luther King, Jr MS
Roberto Clemente MS
0
0.25
0.5
1
Miles
Damascus Cluster
Clarksburg Cluster
Dr. Sally K. Ride ES
Waters Landing
270
Waters Landing ES
Lake Seneca ES
Martin Luther King, Jr MS
Lake Seneca
Germantown Rd
Ride
Seneca Valley HS
McAuliffe
Northwest Cluster
S. Christa McAuliffe ES
Roberto Clemente MS
MCPS
Long-range Planning
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Sherwood Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
William H. Farquhar MS
Rosa Parks MS
0
0.5
1
2
Miles
Damascus Cluster
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Northeast Consortium
New Hampshire Ave
Greenwood
Georgia Ave
Belmont
Olney Laytonsville Rd
Belmont ES
Rosa Parks MS
Olney
Greenwood ES
Brooke Grove ES
Brooke Grove
Belmont
Olney ES
Olney Sandy Spring Rd
Olney
William H. Farquhar MS
Sherwood
Sherwood ES
Ashton Rd
Sherwood HS
Norwood Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

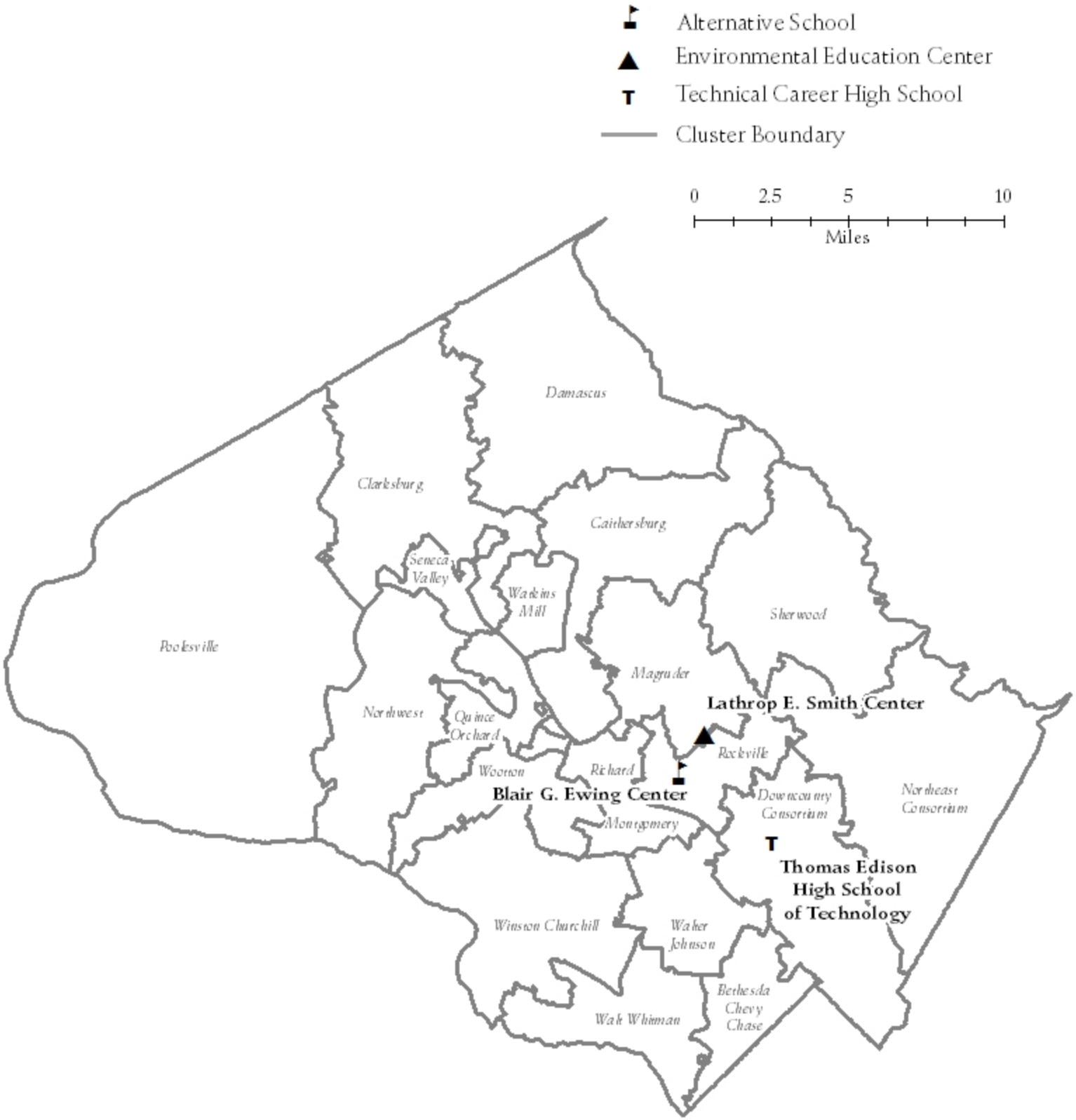

Neelsville MS
South Lake
Stedwick
Watkins Mill HS
Whetstone
South Lake
Clarksburg Cluster
Whetstone
Stedwick ES
Montgomery Village MS
Whetstone ES
Watkins Mill ES
Seneca Valley Cluster
Watkins Mill
Midcounty Hwy
Montgomery Village Ave
South Lake ES
Quince Orchard Cluster
270
N Frederick Ave
South Lake
Gaithersburg Cluster
Watkins Mill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Montgomery Village MS
Neelsville MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015


Walt Whitman Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Walter Johnson Cluster
Winston Churchill Cluster
Burning Tree
River Rd
435
Bradley Blvd
Bradley Hills ES
Burning Tree ES
Thomas W. Pyle MS
Bradley Hills
Carderock Springs ES
Walt Whitman HS
Carderock Springs
Bannockburn ES
Goldsboro Rd
Bannockburn
Clara Barton Pkwy
Massachusetts Ave
Wood Acres ES
Wood Acres
Bannockburn
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015


Thomas S. Wootton Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Robert Frost MS
0
0.5
1
2
Miles
Gaithersburg Cluster
Northwest Cluster
Quince Orchard Cluster
Gaithersburg Cluster
Richard Montgomery Cluster
Northwest Cluster
Churchill Cluster
Fallsmead
270
Darnestown Rd
Key West Ave
DuFief ES
DuFief
Stone Mill
Stone Mill
Stone Mill ES
Lakewood ES
Travilah ES
Travilah
Lakewood
Lakewood
Fallsmead ES
270
Thomas S. Wootton HS
Robert Frost MS
Fallsmead
Cold Spring
Cold Spring ES
Bells Rd
River Rd
Cabin John MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015


Special Education Centers
Special Education Center
Cluster Boundary
0
2.5
5
10
Miles
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Longview School
Magruder
Northwest
Quince Orchard
RICA
Rockville
Rock Terrace School
Northeast Consortium
Wootton
Richard Montgomery
Carl Sandburg Learning Center
Downcounty Consortium
Winston Churchill
Walter Johnson
Stephen Knolls School
Bethesda Chevy Chase
Walt Whitman
MCPS
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Other Educational Facilities



Montgomery County Public Schools - Division of Long-range Planning - October 2015

SECTION IX

DEFINITIONS AND DATA SOURCES

DEFINITIONS AND DATA SOURCES

Term	Definition	Source(s)
Advanced Placement/ International Baccalaureate Tests (AP/IB Tests)	Advanced Placement (AP) tests are part of a College Board program available to high school students. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 3 is needed to achieve this goal. International Baccalaureate (IB) tests are part of the International Baccalaureate Diploma Programme available to students in participating schools. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 4 is needed to achieve this goal.	Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 with a course grade of "C" or higher by the end of Grade 8 for middle schools or the end of Grade 9 for high schools. For students taking Algebra 1 in middle school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam. For students taking Algebra 1 in high school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 9.	Office of Shared Accountability
Alternative Programs	Alternative Programs (AP) provides an instructional program and services to students who have become disengaged with the educational process. The school is designed to meet the unique needs of each student. It provides a mutli-model approach to instruction which focuses on the Montgomery County Public School core competencies for the 21st century: social emotional learning, academic excellence, and critical and creative thinking. Social Skills and behavior strategy development are infused into the curriculum. Individual Personalized Learning Plans are developed for each student. The school services grades six through twelve. In addition to academic and behavioral interventions, the school offers counseling, social work services, case management, parent outreach, and community partnerships.	Alternative Education Programs at the Blair G. Ewing Center
Associate Superintendent for Schools	Responsible for supervising and evaluating principals at the elementary, middle, or high school level.	Office of the Deputy Superintendent of School Support and Improvement
Attendance Rate	The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day from the first day of school through March 15. The percentage average daily attendance is calculated by dividing the aggregate number of students in attendance by the aggregate number of students in membership for the same time frame.	*MSDE Maryland Report Card* at http://mdreportcard.org/

Term	Definition	Source(s)
Average Class Size—Elementary	The regular student enrollment in kindergarten–Grade 5 divided by the number of attendance sections for each school.	Office of the Chief Operating Officer *Official Class Size Report—School Year 2015–2016* as of October 31, 2015
Average Class Size—Secondary	The regular student enrollment divided by the number of classes, excluding special education, reported for two areas: English (required courses) and all other academic subjects (other English, mathematics, foreign language, science, and social studies).	Office of the Chief Operating Officer *Official Class Size Report—School Year 2015–2016* as of October 31, 2015
Employee Benefits	Employee benefits include payments made by MCPS for the employer portion of social security taxes, retirement contribution, group health, and life insurance. For the purpose of this document, employee benefits are a calculated estimate based on staff salaries at individual schools. This total was adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer
Capacity	The number of students who can be accommodated in the building, based on an allocation of space for different grades and types of programs.	Division of Long-range Planning
Cluster	The geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools which send students to that high school.	Regulation FAA-RA, *Long-Range Educational Facilities Planning*
Core Facility Teaching Station	The number of classrooms within the school building which does not include portables.	Division of Long-range Planning
Downcounty Consortium	The Downcounty Consortium (DCC) is comprised of Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on an academy program. School assignments are made using a computerized lottery process that considers base school, sibling link, available space and socioeconomic status.	Division of Consortia Choice and Application Program Services

Term	Definition	Source(s)
Dropout Rate	The four-year adjusted cohort dropout rate is defined as the number of students who terminate formal education, for any reason other than death, within the four-year period divided by the number of students who form the adjusted cohort. The school years are defined as the first day of the school year through the summer to the first day of the following school year. Student activity that occurs during the summer, including summer withdrawals, are included in the prior year's data. The four–year adjusted cohort dropout rate is calculated by dividing the number of students who terminate formal education for any reason other than death by the sum of the number of first time ninth graders, the number of students who transfer in, and the number of students who transfer out, emigrate, or die during the four-year period.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Enrollment	The number of students enrolled in school as of September 30, 2015. Disaggregated figures are a percentage of the total enrollment.	Office of Shared Accountability
ESOL Subgroup & Enrollment	The English for Speakers of Other Languages (ESOL) subgroup includes students who are eligible for ESOL services. Eligible students have a home language other than or in addition to English and meet the state criteria for enrollment in the ESOL program. Students remain eligible for ESOL services until they score proficient on the state-mandated English Language Proficiency Assessment. The ESOL enrollment is the percentage of students eligible for ESOL services, as of October 31, 2015, divided by the official total student enrollment as of September 30, 2015. This percentage may differ from the ESOL percentage reported in the requested FY 2016 Capital Budget, due to different "as of" reporting dates.	Division of ESOL/Bilingual Programs
FARMS Subgroup & Enrollment	The Free and Reduced-price Meals System (FARMS) subgroup includes students who are eligible for FARMS services. Families may apply at any time during the school year and must re-apply each school year to maintain eligibility. The FARMS enrollment is the percentage of students eligible for FARMS services as of October 31, 2015, divided by the official total student enrollment as of September 30, 2015. This percentage may differ from the FARMS percentage reported in the requested FY 2016 Capital Budget due to "as of" reporting dates.	Division of Food and Nutrition Services

Term	Definition	Source(s)
Feeder School	A school that sends its students to another school for the next grade level (e.g., a middle school that feeds a high school by sending its eighth graders to the high school for ninth grade). Most schools "feed" 100 percent of their students to the same school. Those in which the population goes on to more than one school are shown in the profiles of each school.	Division of Long-range Planning
Future Capacity	Any projected change in a school's capacity based on the latest capital improvements program requested by the Montgomery County Board of Education and funded by the County Council. This capacity would be in place within the coming six-year capital programming period.	Division of Long-range Planning
Geometry Completion Rate	The Geometry completion rate is the percentage of students successfully completing Geometry with a course grade of "C" or higher by the end of Grade 10. Successful completion of Geometry is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 10. If a student took Geometry in middle school, the student must have earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam to obtain successful completion.	Office of Shared Accountability
Grade 12 Documented Decisions	The Maryland State Department of Education (MSDE) collects pregraduation plans data using the High School Graduate Follow-up Questionnaire. All graduating seniors indicate their postgraduation decisions within 30 days of anticipated graduation.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Graduation Rate	The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering Grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. Students who drop out of high school remain in the adjusted cohort—that is, the denominator of the cohort graduation rate calculation.	*MSDE Maryland Report Card* at http://mdreportcard.org/

Term	Definition	Source(s)
Highly Qualified Teachers	"Highly qualified" is a specific term defined by the *No Child Left Behind Act of 2001* (NCLB). The law outlines a list of minimum requirements both in content knowledge and teaching skills to meet the "highly qualified" status. The law requires teachers to have a bachelor's degree and full state certification and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Honors/AP/IB/ College-Level Enrollment	Honors/Advanced Placement (AP), International Baccalaureate (IB), and college-level courses provide rigorous and challenging studies for students who are capable of or motivated to pursue rigorous and challenging instruction. These courses are detailed in the MCPS High School Course Bulletin. The Honors/AP/IB, and college-level enrollment rate is the number of students enrolled in at least one Honors/AP/IB, or college-level course, divided by the total number of students.	MCPS High School Course Bulletin
Least Restrictive Environment (LRE)	Least Restrictive Environment (LRE) refers to the mandate in the *Individuals with Disabilities Education Act* (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.	Office of Special Education and Student Services
LEP Subgroup	The Limited English Proficient (LEP) subgroup includes students who are eligible for ESOL services, students who have refused ESOL services, and students who have tested as English language proficient on the state mandated English Language Proficiency Assessment within the past two school years.	Division of ESOL/Bilingual Programs
Maryland High School Assessment (MHSA)	The Maryland High School Assessments (MHSA) are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. These courses currently include Algebra 1, Biology, English 10, and Government. Maryland is transitioning its end-of-course exams for Algebra 1 and English 10 from the Maryland HSA to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Students who took the coursework for Algebra 1 or English 10 in 2013–2014 were the last students who could take those HSAs as first-time takers. Students who take the courses for Algebra 1 or English 10 in 2014–2015 and the future, will be taking the PARCC assessments.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability

Term	Definition	Source(s)
Maryland High School Assessment (MHSA) Test Performance Status	MHSA Test Performance Statuses is reported by the Maryland State Department of Education (MSDE) by grade level for each of the High School Assessment (HSA) exams and PARCC assessments. They are the pass rates as of the end of the prior school year for the students who were promoted to the next grade level or who earned a diploma. Continuing Grade 12 and retained Grade 11 students are excluded in the calculations. In addition, students who have not taken the HSA or PARCC assessments, students who met the MHSA requirement by transfer credit or by passing a substitute Advanced Placement/International Baccalaureate (AP/IB) exam, and certificate bound students are excluded.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability
Middle School Magnet Consortium	The Middle School Magnet Consortium (MSMC) is comprised of Argyle, A. Mario Loiederman, and Parkland middle schools. MSMC students entering middle school participate in a choice process to rank, in order of preference, their choice of middle school based on the magnet program. Rising Grade 6 and 7 students from outside the consortium also may enter the lottery process. School assignments are made by using a computerized lottery process that considers sibling link, available space and socioeconomic status.	Division of Consortia Choice and Application Program Services
Mobility Rate	The student mobility rate is calculated by dividing the sum of entrants and withdrawals by the average daily membership. *Entrants*: The number and percentage of students entering (transferring in or re-entering) school during the September to June school year after the first day of school. A student moving from one school to another within the same school district as a result of promotion is not considered to be an entrant for mobility purposes unless the student entered school after the first day. *Withdrawals*: The number and percentage of students withdrawing (transfers and terminations) for any reason during the September to June school year after the first day of school.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Northeast Consortium	The Northeast Consortium (NEC) is comprised of James Hubert Blake, Paint Branch, and Springbrook high schools. NEC students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on a signature program. School assignments are made by using a computerized lottery process that considers base school, sibling link, available space and socioeconomic status.	Division of Consortia Choice and Application Program Services

Term	Definition	Source(s)
Partnership for Assessment of Readiness for College and Careers (PARCC)	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 11 partners working together to develop a common set of K–12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K–12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014–15 school year.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability
Race/Ethnic Subgroups & Composition	The U.S. Department of Education required the state education departments to collect and report information on race and ethnicity that is in accordance with federal standards by the 2010–2011 school year. The federal standards require a two part question on race and ethnicity in data collection and result in the following racial/ethnic subgroups for reporting data. Subgroup abbreviations are also shown. • AM – American Indian or Alaskan Native • AS – Asian • BL – Black or African American • HI – Hispanic/Latino • PI – Native Hawaiian or Other Pacific Islander • WH – White • MU – Two or more (multiple) races Racial/ethnic composition percentages are reported in *Schools at a Glance* for students, professional staff, and supporting services staff. The student composition percentages are reported for the students enrolled as of September 30, 2015.	Maryland State Department of Education http://marylandpublicschools.org Office of Shared Accountability
Receiving School	A school that receives students from another school after promotion (e.g., a high school that receives middle school students promoted from Grade 8 to Grade 9). Receiving schools are shown as part of each school's profile.	Office of Shared Accountability
Salaries: Professional and Supporting Services	The actual annual salaries of staff at the school as of October 31, 2015. This total does not include future step increments, General Wage Adjustments (GWA), longevities and is adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer/Department of Management, Budget, and Planning
SAT	The SAT is a college entrance exam accepted by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400.	Office of Shared Accountability
School Hours	The regular school day with a designated starting time and ending time as defined by the local school system.	Office of the Deputy Superintendent of School Support and Improvement

Term	Definition	Source(s)
Special School	A separate MCPS school/center providing services for children with moderate to severe special education needs. Student needs cannot be met in comprehensive schools. The special schools included are: Stephen Knolls School, Longview School, Regional Institute for Children and Adolescents (RICA), Rock Terrace School, and Carl Sandburg Learning Center.	Office of Special Education and Student Services
SPED Subgroup & Enrollment	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: (1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (2) instruction in physical education. Students in the SPED subgroup are eligible for special education services as described in their Individual Education Plans (IEP). The SPED enrollment is the percentage of students eligible for special education services, as of October 1, 2015, divided by the official total student enrollment as of September 30, 2015. This percentage may differ from the SPED percentage reported in the requested FY 2016 Capital Budget, due to different "as of" reporting dates.	*Individuals with Disabilities Education Act 2004* Regulations
Student/ Instructional Staff Ratio	The Student/Instructional Staff Ratio is calculated by dividing the weighted enrollment as of September 30, 2015, by the number of instructional staff. Weighted enrollment includes full-day kindergarten enrollment plus 1/2 times pre-K enrollment plus enrollment in Grades 1–12. Instructional staff is determined as all school-based instructional full-time-equivalent positions (includes staff under the Teachers, Other Professional, and Instructional Support categories).	Office of Shared Accountability Staffing allocations are from the Office of the Chief Operating Officer
Support Art, Music, or Resource	The number of full-size classrooms at an elementary school designated for support purposes (not regular classrooms) such as Art, Music, or Resource. Sometimes they are used for other uses such as Reading Initiative or Computer Lab.	Division of Long-range Planning
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.	Office of Shared Accountability
University System of Maryland Entrance Requirements	MSDE calculates the percentage of students meeting the University System of Maryland entrance requirements. Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), Social Studies (3 credits), biological and physical sciences (3 credits), mathematics (4 credits), language or advanced technology (2 credits), and a high school diploma.	*MSDE Maryland Report Card* at http://mdreportcard.org/ University System of Maryland at http://www.usmd.edu/

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Montgomery County Public Schools at a Glance

Our School System

- 156,444 students for 2015–2016
- Largest school system in Maryland
- 17th largest school system in the United States
- Students from 157 countries speaking 138 languages
- 15 million meals served
- More than 100,000 students transported on 1,270 buses
- 202 schools
  - 133 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 37 National Blue Ribbon schools

Our Students

- Demographics (2015–2016)
  - 30.2 percent White
  - 21.4 percent Black or African American
  - 29.1 percent Hispanic/Latino
  - 14.2 percent Asian
  - ≤5 percent two or more races
  - ≤5 percent American Indian or Alaskan Native
  - ≤5 percent Native Hawaiian or other Pacific Islander
- 34.8 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.7 percent receive special education services
- 14.2 percent participate in English for Speakers of Other Languages (ESOL)
- 1629 average combined SAT score (Class of 2015)
- 59 National Merit Finalists (Class of 2015)

System Resources

- $2.32 billion FY 2016 Operating Budget
- $1.73 billion amended six-year Capital Improvements Program (FY 2017–2022)
- 22,716 employees
- 12,304 teachers
- 88.2 percent of teachers with a master's degree or equivalent



Montgomery County Public Schools

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